DOCUMENT RESUME

ED 032 068 JC 690 330

By-Menefee, Selden, Ed.; Cummiskey, J. Kenneth, Ed.
Community Relations and Services in the Junior Colleges; Selected Proceedings from Two Workshops (San Antonio, Tex., March 21-22, 1969; Moline, Ill., March 28-29, 1969).
American Association of Junior Colleges, Washington, D.C. Community Services Project.; American Association of Junior Colleges, Washington, D.C. Program with Developing Institutions.
Report No-AAJC-PWDI-Monograph-4
Pub Date Apr 69
Note-87p.
EDRS Price MF-$0.50 HC-$4.45
Descriptors-*Community Relations, *Community Services, Conferences, *Junior Colleges, Workshops
Identifiers-*American Association of Junior Colleges, Program with Developing Institutions

Although community services are community-oriented and community relations are college-oriented, both depend on community/college cooperation and one reinforces the other. Both apply to private and public and to established and developing institutions. In March 1969; two workshops were held, at San Antonio, Texas, and Moline, Illinois, to develop pertinent concepts and techniques. More than 150 attended from 66 colleges. The topics covered, in address and discussion, were: community education services and community relations, the planning of programs in response to community needs, administration and operation of community education, development of community service personnel, planning for community education services, programs that have improved community relations, community programing and community support, federal involvement in community education services, the use of facilities on the campus and in the community, the place of the educational museum, Kellogg Foundation efforts in community education services, communication media and the community college. Evaluation by the participants showed that nearly all considered the meetings of great value. Lists of the workshop staffs and the participants are appended. (HH)

ED032068

COMMUNITY RELATIONS AND SERVICES IN THE JUNIOR COLLEGES

Selected Proceedings from Two Workshops held in

San Antonio, Texas and Moline, Illinois
March 21-22, 1969 March 28-29, 1969

sponsored by

THE PROGRAM WITH DEVELOPING INSTITUTIONS

and

THE COMMUNITY SERVICES PROJECT

of

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES
Washington, D. C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Edited by
Selden Menefee
and
J. Kenneth Cummiskey

JC 690 330

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 15 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

MONOGRAPH No. 4 April 1969

INTRODUCTION

Community education service has emerged as one of the primary functions of the community junior college. To an increasing extent, private colleges are also assuming this responsibility as a part of their mission.

The emergence of a new focus requires rethinking and retraining on the part of college administrators. They need to know more about, and examine together, the concepts and techniques of education in the wider community. Developing colleges have also shown a need to improve their community relations. They have a need to understand their communities better, and to interpret their institution and its programs to the community. Although community services are community-oriented and community relations are college-oriented, they both depend upon increased cooperation between college and community. Good community programming makes good community relations, and good community relations promote community involvement.

The obvious relationship here suggested a workshop covering the two areas. Accordingly, the AAJC Program With Developing Institutions organized a cooperative effort involving PWDI and the W.K. Kellogg-funded Community Services Project of AAJC. William Harper, Director of Public Relations for AAJC, also agreed to organize and chair a half-day session on public relations in the junior college at each of the two workshops, which were held in Moline, Illinois, for colleges in the north, and in San Antonio, Texas, for the colleges in the south.

It was anticipated that about 60 persons might attend each of the two workshops, but this estimate was exceeded in both cases. In San Antonio, 75 persons registered, representing 34 colleges in 16 states -- 20 member colleges (funded by PWDI), and 14 associate colleges (attending at their own expense). At Moline, 63 persons were pre-registered and an estimated 80 attended at least some parts of the program. The 63 registrants represented 32 colleges -- 23 member and 9 associate colleges -- again, from 16 states.

Standard evaluation forms were filled out by those attending the final sessions. The results on a key question, "What value do you feel this workshop had for you?" were as follows:

	(San Antonio)	(Moline)
Total number returned =	43	40
Ratings:		
1. Very valuable	18	19
2. Considerable value	20	17
3. Some value	4	4
4. Little value	1	0
5. No value	0	0.

At the San Antonio workshop, the highest ratings accorded to individual speakers went to Bill J. Priest, Ervin Harlacher,

Herbert Phillips, and William Harper. At Moline, the top ratings went to Walter Fightmaster, William Keim, Max Raines, Mitchell Tendler, and John Hubbard.

On the basis of these evaluations by college representatives attending the workshops, and of the enthusiastic participation in both places, we felt that the workshops had served a genuine, felt need of many developing colleges. There were many suggestions for future workshops in this area, which were turned over to the Kellogg project for future use.

The AAJC Program With Developing Institutions is financed by funds from grants to colleges under Title III of the Higher Education Act of 1965, which legislation is administered by the Division of College Support, U.S. Office of Education, Department of Health, Education and Welfare.

We wish to thank President Wayland P. Moody and Vice President Clyde R. Nail of San Antonio College, and President Alban Reid and John Frey of Black Hawk College, Moline, for hosting the two workshops, respectively. Our thanks also to Esperanza Cornejo Alzona, Helen Minifie, Lucy Cooper, Evangeline Barry, Joyce Rose, and Molly Frederick for their valuable assistance in preparing this monograph for publication.

Selden Menefee, Director
AAJC Program With Developing Institutions

J. Kenneth Cummiskey, Director
AAJC Community Services Project

Washington, D.C.
April, 1969

CONTENTS

Page

Introduction iii
Contents v

PART I. San Antonio Workshop 1

Panel Presentations on Community Education Services:
1. Community Education Services and Community Relations
   -J. Kenneth Cummiskey, Director, AAJC/CSP 3
2. Planning Programs in Response to Community Needs
   -Bill J. Priest, Chancellor, Dallas County JC Dist. . . 5
3. Administration and Operation of Community Education Programs -Ervin Harlacher, Pres., Brookdale CC, N.J. . . 8
4. Programs to Develop Community Service Personnel
   -Gunder Myran, Field Dir., Kellogg Foundation Community Service Project, Michigan State Univ. 12

Luncheon Address: "Planning for Community Education Services" -Ervin Harlacher, Pres., Brookdale CC, N.J. . . 19

Panel Presentations on Public Relations
1. William Harper, Dir., AAJC Public Relations, chairman . . 24
2. Clyde R. Nail, Vice Pres., San Antonio College, Texas . . 24
3. John Hubbard, Dir. of College Relations, San Mateo JC District, California . . 25

Feedback Session:
"Programs that have Improved Community Relations"
-Herbert Phillips, Pres., Lake City JC, Florida 29

Dinner Address: "Community Programming and Community Support" -Bill J. Priest, Chancellor, Dallas County JC District, Texas 33

Forum on Utilizing Facilities on Campus and in the Community: Discussion 34

Luncheon Address: "Community Dimensions of Museums"
-Frank Taylor, Director, U.S. National Museum 40

PART II. Moline Workshop 47

Opening Session. Welcome -Alban Reid, Pres., Black Hawk College and Selden Menefee, Dir., AAJC/PWDI 49

Panel Presentations on Community Education Services:
1. Community Education Services and Community Relations
   -J. Kenneth Cummiskey, Director AAJC/CSP 50
2. Planning Programs in Response to Community Needs
   -William Keim, Dean of CS, Cerritos College, Calif. . . 52
3. Administration and Operation of Community Services Programs -Walter J. Fightmaster, Dean of CS, Oakland Community College, Michigan 53
4. Programs to Develop Community Service Personnel
   -Max Raines, Dir., CS Project, Michigan State Univ. . . 55

Luncheon Address: "Kellogg Foundation Efforts in Community Education Services" -Robert E. Kinsinger, Kellogg Foundation . 56
Panel Presentations on Public Relations
1. William Harper, Dir., AAJC Public Relations, chairman . . . 63
2. Mitchell Tendler, Dir., Comm. Relations, Oakland CC, Michigan . 64
3. James Koch, Dir., Comm. Relations, Black Hawk College, Ill. . 65
Feedback Session:
"Programs that have Improved Community Relations"
-Marshall Hamilton, Pres., North Florida Junior College . . 67
Dinner Address: "Community Programming and Community Support"
-Robert Johnson, Supt., Eastern Iowa Area CC District . . . 71
Forum on Utilizing Facilities on Campus and in the Community
-Walter Fightmaster, Dean of CS, Oakland CC, Mich., chairman . 73
Address: "Federal Involvement in Community Education Services"
-Eugene Welden, Special Asst. to the Dir. of Adult Ed., USOE . 74
Feedback Session:
Remarks of John Lombardi, Asst. Supt. for JC's, Los Angeles City School District; Questions from the Floor 75
Luncheon Address: "Communications Media and the College"
-David Berkman, consultant, Xerox Corporation 79

PART III. Appendices 81

I. San Antonio Workshop:
Staff and College Representatives 82
II. Moline Workshop:
Staff and College Representatives 84

PART I -- SAN ANTONIO WORKSHOP

I

COMMUNITY EDUCATION SERVICES WORKSHOP
Panel Presentations

Community Education Services and Community Relations
by J. Kenneth Cummiskey, AAJC

Welcome to this jointly sponsored conference on community services and public relations. AAJC's Program With Developing Institutions and Community Services Project have joined together in this effort. Community services are rapidly becoming a mainstream function of the colleges. Developing institutions are striving to achieve a mainstream position. Therefore the union is obvious. Participants represent both "developing" institutions and "other" institutions. This conference is one of 5 sponsored by the PWDI this year. We have combined projects and combined topics. During your two days here you will be considering community education services and public relations in the junior college.

Our concern this morning is community services. We are blessed with an outstanding panel this morning. The three provide a broad knowledge of community services and its ramifications. They have served as practitioners, college presidents, and researchers. We desire a participating conference by you and them. We will attempt to limit formal presentations and to build upon your comments, questions, and areas of concern.

I should note at this point that the topic for the morning discussion carries a variety of labels. It is called Adult Education, Continuing Education, Community Education, and Community Services. For this conference, we will try the title, "Community Education Services."

By definition, the community college has a responsibility for service to its community. It is assumed that the "service" will be of an educational nature.

The "services" comprise social, cultural, and recreational activities for all the people in the college service area and programs that improve the community as a place to live.

The challenge questions are:
1) Is your college carrying on a program of community services?
2) How is your college structured to carry on this program?

A division of community services within your college would be responsible for all activities other than regularly scheduled, degree-oriented programs.

Activities of community education services <u>have</u> included and <u>may</u> include the following:

a. Use of college facilities by the community.
b. Credit and non-credit adult education courses.
c. Short courses and institutes.
d. Workshops and conferences.
e. Concerts and lecture series.
f. Planetaria, art galleries, and museums.
g. Community development activities including leadership training, community counseling, community surveys and planning, critical issues, seminars and manpower training programs.

Activities can be considered as Human Development and Community Development. They are focused toward helping individuals achieve maximum potential and toward making communities ideal places to live and work.

Our major concern in this conference is the institutional focus. Does the college see itself as a community responsive institution? Does it function in a way that demonstrates its commitment?

Our purpose here is to look at Why and How.

The Why of community education services is related to basic commitment and to sound community relations.

The How demands an involvement by the college and college staff with all segments of the community and a knowledge of the resources available and the problems and needs that demand priority attention.

A program is successful to the extent that it addresses itself to priority community problems and contributes to their resolution. Parameters of success are:

- The variety of people being served (the breadth of the college constituency).

- The amount of involvement by people of the community in planning and operating programs directed to them.

- And the major parameter: The amount of community support for the program and for the institution.

* * *

Planning Programs in Response to Community Needs

by Bill J. Priest, Chancellor, Dallas County Jr. College Dist., Tex.

I was for seven years a director of adult education. This tended to be my center of attention. Later when I became a junior college president this "tunnel vision" was broadened. Now, after 14 years as a chief administrator in public junior colleges, I see the comprehensive community college as one big service agency. Internal lines are only for administrative convenience. We do what needs to be done, the best we can, with the resources we have at hand.

Some junior college people see their role in too limited a way and the institutions they lead never fulfill their potentials. In Texas, we are having a dog fight over legislation to establish area vocational schools. Such a statewide pattern impairs the function of the truly comprehensive community college by shearing away one of its two main elements.

Secretary Robert Finch is said to be "gung ho" for community colleges - but critical of the tendency of many junior colleges to "ape the universities." He may have a point there.

Responsiveness to community needs is essential - or we will miss the boat. In making rabbit stew, first you get the rabbit. Similarly in meeting community needs we first have to ask, what are the community's real high priority needs? The answer can't be dreamed up by some educator operating in a vacuum. The first step is a basic study of needs in your area.

It is certain that architectural plans must be tailored to community needs. To do a responsible planning job you have to get out ahead of the pack. We've got enough 1920 facilities still around but are building more of this vintage in the 1960's and are likely to continue into the 1970's - perish the thought!

Think and project manpower needs for the future. Otherwise you are just a mechanic tending an educational store. How to do this? Here are some suggestions:

1. Send a questionnaire to business and industry.

2. Talk with personnel directors. Beware of placing too much reliance on contact with the top level; the company president may not know the type of person who is being hired by the foremen.

3. Advisory committees: Don't appoint them for window dressing. Use them. Don't pontificate at advisory committees - or some of the members will not come to any more meetings. Don't have advisory committee meetings unless you need them.

Appoint people for fixed terms. This provides for new blood periodically and also gives you an out to clip the dead wood. Define the mission of the advisory committee, and operate in this framework.

4. Coordinate your work with other agencies. The lack of coordination with other programs in adult education is appalling. Go out in the community and see who is doing what for whom. What can you do to strengthen the total offering?

5. "Take your board with you or don't go" into ambitious programs of community service. They need to understand and support you.

* * *

Menefee: Private colleges as well as public partake of the community service function. This is a matter of survival.

Harlacher: Those private colleges in our community service study claiming community service as a major objective had more effective programs than many public community colleges. The public relations aspect is especially important to private colleges. Private colleges need leadership and imagination for their public relations.

Priest: At the Fashion Institute of Technology in New York, the industry picks up 1/3 of the cost. This is a public two-year institution, being aided by private funds. Yet some private colleges are not even trying to get this kind of help. One small college I visited in connection with this program had very little relationship with its community. We advised that this be corrected, and I am told that things are improving now - new bonds have been established.

Cummiskey: Large numbers of private colleges have community service programs.

Q: How does Dallas determine community needs and find the people to fill them?

Priest: I'm going to defer now to a real expert from Dallas, Virginia Dobbs.

Virginia Dobbs: We take all inquiries and never say we can't offer a program - only that we are not doing so now; and we collect information from the caller and promise to notify him if we start the program later. Then we keep careful files of such needs, until we can see our way clear to offer a program. You can sometimes let one adult program support another. Language problems can be worked together; foreigners need English, locals need Spanish.

Priest: You need to get around and establish yourself as a person interested in meeting needs. You should become "Mr. Service" in your town. But don't let yourself be compartmentalized if you are in community service. Make yourself a part of the total operation.

Nail: As you get into community service or adult education programs, you may challenge employers to support the programs. We did this in dental technology - the dentists contributed equipment and all costs for the first year.

* * *

Administration and Operation of Community Education Programs

by Ervin Harlacher, President, Brookdale Community College, N. J.

In 1968, I visited 37 junior college districts in 13 States and corresponded with 28 additional colleges. Certain questions arose frequently regarding how to organize and administer community services programs.

(1) What structure best accomodates community service need to draw on formal curriculum yet still remain flexible enough to move on its own?
(2) How can community services be organized to draw on all college resources?
(3) How can problem-solving, interdisciplinary focus be built into community service efforts?
(4) How can community services coordinate programming and resources with other agencies?
(5) What should be the relationship of community services to campuses in multi-campus districts?

There is a tendency to found community service programs and then understaff, under-fund, and "under-status" them. Some have the gall to call this one of their major functions, and then wonder why it doesn't shape up under these conditions.

Five aspects of the problem:

(1) Obtaining administrators
(2) Qualifications of administrators
(3) Status of administrator
(4) Combatting establishment
(5) Organizational pattern

First, where would you get a good community service administrator? When Michigan State University entered this field, - no university had tried to train community services administrators - only presidents, deans of instruction, and the like.

Qualifications of a good community service man are:

(1) Sufficient educational background to be able to work with college staff in major administrative positions, including course work in a community college.
(2) Professional experience in community service, community development, community action, community relations, university extension and/or adult education programs.
(3) Ability to work with other "leaders" of all types. We have to lead, not tell others what to do.
(4) Knowledge of the college community or service area. (This includes political, ethnic, and economic structure and knowledge of other agencies.)

Certainly a list of minimum qualifications for an effective administration of community services would include:

(1) Comprehensive understanding of and commitment to the unique role of the community college in society. Programs tend to become too institution-oriented. They must be community-oriented.
(2) First hand experience in community services or related work.

At Brookdale we propose a dean of community service on a level with the academic dean, and reporting directly to the president.

How can you combat the academic establishment? It isn't easy. Credentials, time schedules, and budgets are some of the hurdles.

The present status of many community services positions would discourage qualified men from assuming posts or staying in them longer. Formerly, adult and evening programs and community service were combined in one job - with not enough time left for community service. (Registering adult students right in the classroom got one community service man into trouble!)

Organizational pattern: A community service master plan is needed for each district - then you decide on an organization pattern that is appropriate.

In the final analysis the question of how to administer the program of community services in a district - single campus or multi-campus - is one which must be decided by the local district. However, that decision ought to be based on a careful analysis of the objectives of the program of community services and the audience(s) to be served. It would be incorrect to assume at the outset that just because the decision had been made to administer the formalized curriculum (schooling) offered for youth and adults from 8 a.m. to 10 p.m. at the campus level in a decentralized fashion, that the same decision would automatically hold for the program of community services with a different set of objectives and an entirely different audience.

Certain requirements for and characteristics of the program of community services ought to be considered in reaching a decision regarding the program's administration.

-The concept of the community dimension suggests that the community college meets the needs of its district community through two different programs, formal and informal education. This allows the entire college district to be a campus for the program of community services and permits a "metropolitan type government" rather than a piecemeal attack upon the multifarious educational, economic, social, and cultural problems of the total community.

-The ideal locale for a program of community services, accord-

ing to Maurice Seay and Ferris Crawford, is one "in which there are numerous communities with natural and compelling interrelationships." The program of community services welds these separate communities and groups together.

-Most community college districts meets the criteria for community and thus are rather ideal loci for programs of community services: (a) areas with common sources of information; (b) natural and geographic areas; (c) areas in which people perform their economic activities; (d) areas in which people find their normal recreation; and (e) areas with natural or common ethnic groups.

-Community development work requires a regional approach, if community problems are to be solved, and stresses mobility and coordination.

-The program of community service is community-oriented rather than college or campus-oriented. The program is planned to meet the needs of citizens who are not now, and may never be, enrolled in formalized classes on the college campus. It must not become a "PR" tool for the local campus.

-To avoid unnecessary duplication of services in the community the program of community services must be carefully and continuously coordinated with other community and regional groups.

-The program of community services is an outreach program which utilizes campus facilities in conjunction with many other community facilities in taking the program to every corner of the college district.

-The program of community services must remain flexible and dynamic and cannot afford to become caught up in the structure created for the other major college functions.

-An effective program of community services requires the employment of specialists, i.e., community education, community development, cultural and recreational affairs, rather than additional general administrators.

-An effective program of community services is based upon a carefully developed philosophy and set of objectives which have been tailored to meet the needs of the college district community.

There must be a willingness which colleges do not always have to see community service as a dependent yet independent unit -- dependent to a certain extent on the resources and personnel of the formal curriculum, but independent enough to move when and where it must and control its own objectives.

Q: What is the role of the board in all this?

Harlacher: You'd better have the board with you. A good board is one of the best tools for working with the public, but I believe the board exists as a board only about once a month, and in between board meetings the president must represent the community service program, even though the individual board members can be most effective in assisting in the interpretation of the total college program to the community ....

* * *

Programs To Develop Community Service Personnel

by Dr. Gunder Myran, Field Director,
Kellogg Foundation Community Service Project, Michigan State U.

The Michigan State University program was initiated by Dr. Max Raines. There are two aspects of the University program:

1. The University has given increased visibility to the Community Service program.

2. The leadership program is designed to develop community service leaders. We also plan to design and conduct community surveys, and summer workshops are planned for July and August. Under the intern program, two fellowships are available.

   Leadership in community service is sought now by many colleges at the MA, Specialist and Doctoral levels. On-line experience will be sought.

If community services is indeed the next major thrust in program development for the community college, it follows logically that the demand for persons to administer community services will grow in the coming years; thus it becomes the responsibility of universities to provide professional training to prepare persons for leadership positions in this area.

It is the purpose of this paper to present some thoughts on developing a university leadership program for community services administrators in the community college.

The content of this paper does not represent a format upon which such a leadership program would be built. Rather, the recommendations herein might be considered in planning such a format.

Selection and Recruitment

1. Those entering a community service leadership program need not have a teaching background. Persons who have held administrative or training positions in business or government, for example, should be regarded as eligible if they meet the other admission requirements of the university.

2. Since there is always competition for available leadership talent, recruitment of students is necessary in order to bring into the program the type of person who has the potential to make a significant contribution in a community college and in the community.

3. Students who wish to enter community services careers should be motivated by a desire to serve, not by income and status. Compassion and empathy for disadvantaged groups should be characteristics of these students.

4. Although difficult to assess, students entering community services careers should demonstrate some ability to adapt to changing conditions, and to be creative in handling administrative problems. These persons should be able to tolerate ambiguity and unsolved problems since they will deal with community problems for which there are no quick, easy solutions.

5. Students who wish to enter community service careers should demonstrate leadership ability.

The Body of Knowledge

In reviewing the literature, it quickly becomes obvious that only the most meager beginning has been made in developing a definitive body of knowledge about community services in the community college. The available literature in this field is inadequate as a foundation for a leadership program. On the other hand, it is both necessary and desirable that the substantive knowledge from other related fields of study be drawn upon in forming the theory and research base for a leadership program in community services; these related fields would include:

Higher Education
Sociology
Educational Administration
Political Science
Urban Planning.

The body of knowledge upon which a community service program is based, then, will be interdisciplinary in nature. Not only should courses in these areas be included in the graduate program, but the various disciplines should be integrated through courses of seminars which center on interdisciplinary subjects such as "The Role of Education in Community Change," and which draw on the collective talents of professors in such areas as Sociology, Education, and Political Science.

Conceptualization of a Leadership Program for Community Services

A. A community service leadership program should be oriented toward administrative action, not toward making a significant contribution to the theory of administration.

B. A community service leadership program should prepare specialists in the administration of community services in the community college, but should also be flexible enough to provide leadership training experiences for persons who

C. A leadership program should converge on the development of conceptual skills and on administrative skills.

1. The development of conceptual skills :

a. The community service administrator should understand the community college as a social organization. He must develop a "point of view" about society and the place of the community college and community services in it. He must perceive the task of community services in modern society.

b. The administrator should develop a thorough conceptualization of community services and the objectives it aspires to achieve.

c. The administrator must understand the process of planned social change.

d. The administrator should have an understanding of educational administrative theory and practice.

e. The administrator should have an understanding of theory and practice in continuing education.

f. The administrator should develop a high level of self awareness of his personality and values. He should develop an understanding of the dynamics of interpersonal relationships.

2. The development of administrative skills :

a. The administrator should be a competent diagnostician; he should be skilled in analyzing community problems.

b. The administrator should be a skilled manager; he should have the ability to handle the budgetary, scheduling, and reporting requirements of an administrative position.

c. The administrator should have a concept of the "pattern" of the community service program toward which he is working.

d. The administrator should be skilled at curriculum building and evaluation; he should view his program in terms of long-range development of excellence.

e. The administrator should know how to build board, administrative, faculty, and student support.

f. The administrator should develop personal relationships with key persons and groups in the community, and should explore ways to work cooperatively with them.

g. The administrator should be an active participant in community affairs.

h. The administrator should develop his public relations and communication skills.

i. The administrator should be skilled in working with disadvantaged groups and developing programs to meet their needs.

j. The administrator should be skilled in seeking funding, both from college sources and from outside sources, to support community service programs.

The Content of A Community Service Leadership Program

No attempt will be made to suggest typical courses which might be included in a leadership program. However, a combination of courses, seminars, independent studies, and field internships appears to be needed in terms of the conceptualization above. The listing below, therefore, will suggest content for the subject matter aspect of such a program and desirable experience for the internship aspect. These listings focus on what might be included in a Doctoral program; Specialist and Masters candidates would not, of course, pursue the intensive course work, internship, thesis progression of the Doctoral candidate. The internship period might be from three months to one year in length, and need not be limited to one college. However, the majority of an intern's efforts should be directed toward one institution and community.

In listing possible subject matter content below, it is not suggested that a course would be offered in each area or that all areas would be included in such program. Rather, these content areas are representative of what might be included in such a program:

SUBJECT MATTER CONTENT

Community Services

Taxonomy of community service functions
Public relations and communication
The city as an educational laboratory
New careers concept
Cooperative planning of educational experiences
Community services programming patterns: short courses, seminars,

Sociology

Planned social change
Minority groups
Community organization and structure
Urban sociology
Social stratification
Social systems
Small group relationships

Community Services (continued)

conferences, workshops, projects, etc.
Methods of instruction in community services
Advisory group relations

Educational Administration

Theories of Educational Administration
Educational administrative practices
Evaluation
Business management
Long-range planning
Developing behavioral objectives
Faculty recruitment and development
Budget preparation
Preparing reports
Administrative-faculty relationships
Curriculum planning

Political Science

Political organization
Metropolitan government and politics
Community decision-making
Political change

Sociology (continued)

Social Welfare
Methods of Community Research

Higher Education

Continuing education
The community college
The community school
Cooperative extension
University extension

Urban Planning

Community Planning and Development
Community health
Community recreation

Internship Experiences

1. The intern at the doctoral level should be assigned areas of responsibility within, but not limited to, community services. Assignments related to business management, curriculum development, institutional research, and general administration which complement the major emphasis on the administration of community service programs should be included. It is important that the intern develop an awareness of how community service programs relate to the institution as a whole. The intern should:

   a. Have opportunities to develop a knowledge of community needs, to work closely with community leaders and with community groups.

   b. Work with those who participate in community service programs, to observe and conduct classes or activities.

   c. Plan courses and activities, beginning with determining the need and establishing objectives; and carrying through the entire process to evaluation.

   d. Work with faculty groups in planning community service activities. He should plan a minimum of one project in cooperation with members of each college division.

e. Spend a period of time working with the major social agencies in the community, analyzing new areas of cooperation.

f. Be responsible for a time for supervising each area of community services, such as the teaching staff, the community services office, the public relations effort, and ultimately, the entire community service program.

g. Be an observer at the administrative council meetings of the college.

h. Work intensely on at least one project involving disadvantaged groups in the community.

i. Meet periodically with other interns and the university staff to discuss the community services program in which they are involved and to exchange views on internship experiences.

j. Attend meetings of the governing board of the college, where the college is controlled by a local board.

k. Prepare an analytical paper in which he assesses the basic premises and goals of the college's community service program, diagnoses basic community needs which are not being met by community services, and prescribes a long-range program for the college. This paper should be presented by the intern at a meeting of the community college and university staff, at which time critical response can be made to the paper.

* * *

Jose Rivera (Catholic University of Puerto Rico, Bayamon): What relationship does the university's community service program have to the community college?

Myran: It is closely related to the two-year colleges. MSU works very closely with the Michigan community colleges.

Priest: We are training our own community service people. We can take university people, but we have learned that they must then be "fine tuned" to our needs. The university can't produce what we need fast enough.

Cummiskey: Community services are the in thing these days. About 90% of the junior colleges have community service programs, but only 15% have full-time directors.

Dean Bungert (Lake Sumter J.C., Florida): How can the small college afford a community service director?

Harlacher: I commend to you Abraham Baldwin Agricultural College in Tifton, Georgia which has only 1400 students, yet has changed the face of its county - reaching all kinds of people through community service. This college provides a sort of model.

* * *

PLANNING FOR COMMUNITY EDUCATION SERVICES

by Ervin Harlacher, President, Brookdale Community College, N. J.

(Excerpts from the luncheon address delivered to the AAJC/PWDI Workshop on Junior College Community and Public Relations, San Antonio, Texas, March 21, 1969)

We are now establishing in this country an average of one new community college each week of the year, making the community college the most rapidly growing, as well as the most dynamic, segment of higher education in America.

Unencumbered by traditional format or by excessive concern with academic traditions and carryover credits, and unhampered by powerful alumni forces dedicated to the status quo, the community college has emerged in response to recognized community needs, rather than to the needs of a select class.

Both the growing recognition of the fact that to be educated increasingly means to continue to educate oneself, and mushrooming demands for meaningful education, represent challenges that the community college is picking up.

The community services function, still emerging, is the element which best suits the community college for a unique and highly significant role in future patterns of higher education.

As president of one of these new institutions - Brookdale Community College in Monmouth County, New Jersey - I am grateful for the opportunity which this position affords to master plan a college campus which is 500 square miles in area and which serves half a million people.

This has been a year of planning at Brookdale, with the assistance of the General Learning Corporation. Planning Brookdale as truly a community-serving institution has afforded me an opportunity to implement The Community Dimension of the Community College, for as stated in the philosophical platform of the college, Brookdale Community College is "dedicated to its community . . . it accepts the responsibility of bringing education to all who seek it . . . the entire county of Monmouth is its campus, and all citizens are its students." We will use the total community as a laboratory for learning.

At Brookdale we are not going multi-campus, but rather to community learning centers scattered all over the county. Space in churches, schools and other institutions is being sought. We plan a massive attack on community education problems through the formal (transfer and occupational functions) and informal (community services) dimensions of the community college.

In my remarks this noon, I would like to submit three propositions to be considered in planning community education programs:

Proposition One: The program of a community college may be conceptualized in two dimensions--formal education and informal education.

(1) Through its formal dimension, sometimes characterized as schooling, the community college provides transfer (preparation for advanced study), occupational, general education, and guidance and counseling programs for youth and adults enrolled in regularly scheduled day and evening classes on the campus.

(2) But it is through its community dimension (program of community services) that the junior college truly becomes a community college. The community college is dedicated to the proposition that, important as are formalized curricula offered for youth and adults within its classrooms, informal education provided on a continuous basis throughout the community for all of the rest of the people is of equal importance in building the character of the citizens who make up the State.

(3) Looking beyond its classrooms and campus, the community college can mean some education for almost everyone, not only for youngsters just out of high school but also for the body of citizens who have received their terminal education some years ago. The community college is responsive to changing needs of all segments of its population; it can mean for almost everyone the means to raise not just their standard of living but rather their "standard of life." Since the community college aims at the whole person in a whole community, it sees no one as being unworthy because of his present level of development, his ideas, or his current status within the culture.

(4) The community college is concerned about the general education of all of the citizens of its district community. Through the community dimension it is possible for the first time in history for all members of the community to have educational opportunity at their doorstep. The community college's unique qualities have given it a most significant role to play in community decision making. As the "people's college," the community college recognizes that a democratic nation, if it is to survive and flourish, must have an informed and responsible electorate. The progress of the U.S. as a dynamic and free society is due in part to the fact that we have provided more educational opportunities of more kinds for more people than any other nation in the world.

(5) Through its community dimension, the community college provides opportunities for raising the cultural level of citizens, the betterment of occupational status, the development of community

leadership, and an educational climate in which the citizen can develop his full potential.

Proposition Two: Learning has always taken place throughout life, independent of any particular educational structure. Here are some historical aspects of adult education:

(1) While the addition of community services has revolutionized the role of the community college, actually informal education is as old as Socrates -- possibly older. Socrates first exemplified it by taking his wisdom into the streets and the marketplace and there creating a student community representative of the people and actively concerned with the social and moral issue of the time. The concept was reflected in Plato's Republic which sought to establish an ideal community in which all people would receive proper education for their respective positions. It was carried forward by Aristotle, teaching Athenian youth in the shaded walks of the lyceum. And the same concept is clearly evident in the teachings of Jesus and His disciples as they wandered from place to place sharing with the multitudes the new philosophy.

(2) The concept can be seen at work in the universities of the Middle Ages to which young men came from all walks of life. Such were the men who "fashioned the mind of the Middle Ages." . . . "clerks" whose purpose it was to administer community services to the commonality through the dissemination of their own learning to any who would listen. Although instruction remained without the benefit of organized course work, universities did advance the principle of education for all who would join their student communities and the university remained intimately tied up with the life and society of which they had become a part.

(3) In the twelfth and thirteenth centuries when the university was not rooted in one location but represented the community of scholars, we find some of the most brillant years in university history. By the 18th century, however, the idea of providing higher education for all the people had been abandoned, and the universities became storehouses for factual knowledge and retreats for the idle rich or select few. The universities of Western Europe had sunk into what Robert Hutchins called, "a deep torpor from which they would not awaken for more than one hundred and fifty years." Nor could "old universities" in America, patterned after their European sister institutions, satisfy the requirements of the "new age" in the New World.

(4) The first step toward providing such services was taken in 1826 by Josiah Holbrook when he established the American Lyceum, dedicated to the principle of citizen participation and community development, the importance of a community climate of problem-solving on a face-to-face basis, and the utilization of educational resources to solve practical problems. In later years, after the Lyceum died out, the Chautauqua, initiated in 1874, carried forward

the Lyceum "spirit" and became a symbol of education and culture until its peak in 1924.

(5) Another step in the development of community services was the establishment of agricultural extension as a function of American universities under the Morrill and Smith-Lever Acts. The philosophy of agricultural extension focused on "helping people to help themselves." These factors had profound influence on the development of the community college and its community services function.

Proposition Three: Education is a continuous and total process requiring both formal and informal experiences.

(1) Prior to the present generation, it was possible for a person to attend a system of formalized education during his youth and learn enough about the nature of man and his environment to develop sufficient personal and civic competence to last a life time, this is no longer true. He must continually return to school or have school come to him, keep up with the new "knowledge."

(2) Today, the second half of the twentieth century--a time of vast explosion of inventions, ideas, and production with men seeking emotional and imaginative fulfillment--demands leadership by educators. We cannot sit passively and react belatedly to the pressures of educating the "masses" or "unwashed" or "downtrodden" or "disadvantaged" or whatever the fashionable term seems to be at the moment for the times seem to be ripe for the impatient to by-pass their educational process that has no relevance. I subscribe wholeheartedly to Michael Harrington's statement that, "America, whether it likes it or not, cannot sell its social conscience to the highest bidder. It must build new institutions of democratic planning which can make the uneconomic, commercially wasteful and humane decisions about education and urban living which this society so desperately needs."

(3) College is no longer for the young alone. And educational programs must not be limited to formalized on-campus classroom instruction. Community services must be designed to serve all age groups; professionals, and those in search of professions; executives, and workers aspiring to become executives; the disadvantaged, who have been denied higher education because of race or color or inability to qualify; housewives and husbands; children and high school age youth.

(4) Education must be a greater part of community living rather than a super element. It must utilize all community facilities as the environment for learning. This trend can perhaps best be seen in the "Educational Plan for Atomia" which proposes an integrated educational, recreational, and cultural program for citizens of all ages in the community. Financed by a special tax collected from all the residents, the program is similar in nature and scope to programs of community services in California junior college

districts. The educational plan would combine modern technology of telecommunications in all forms with programming instruction. Home study would be possible through self-instructional packages and two-way communication terminals or consoles at the household level.

(5) If our major concern is to increase the capacity of the individual to learn throughout life, then an entirely different attitude is needed toward conditions and even buildings under which learning can best take place. The community college campus is essentially "vertical." It is "stacked" somewhere in the district where those who can transport themselves and partake of its services. Higher education has been "vertical" since ancient Roman days. Higher education today, and especially community college education, needs to be horizontal.

We need the support of trustees, administrators, faculty and the people to do the community services job. If we do our job effectively, in the future, community services may be recognized as the prime function of the community college.

* * *

II
PUBLIC RELATIONS IN THE COMMUNITY COLLEGE
Panel Discussion

William Harper, Director of Public Relations, AAJC, chairman:

A recent survey by Alice Lloyd College showed that 75 per cent of a sample of 74 junior colleges had someone assigned to public relation duties; but only a fifth of the colleges released any regular publications - except for student newspapers and the like.

We must distribute information to our many publics if we are to have the support of the taxpayers - and we need qualified personnel to do this. We could learn from 4-year colleges on this point.

The junior college is today enjoying widespread approbation. We are listened to, even sought out, by top officials. But we still have to clear up misunderstandings. Why is this important? Because:

1. The honeymoon may end one day, if we don't live up to the promises made for us, and

2. Financing continues to be a problem.

What organization makes for a good public relations program?

1. It should be directed from the top - by a cabinet level officer.

2. We must have a supporting staff for fund raising, publications, etc.

* * *

Clyde R. Nail, Vice-President, San Antonio College, Texas:

The president must depend on the public relations man ....

Brochures for occupational courses are important. We have fine relations with the high schools in this area. High school counselors are invited each year to come here and tell us what is wrong with the high schools and colleges - and they do.

One high school vocational teacher from each high school campus is invited to teach in evening college part time.

As to advisory committees: We have one for each of our 42 occupational programs, plus a general advisory committee to advise the other 42. We also invite the military to come on career days, from the five bases in San Antonio.

We ask high school students to specify their first and second choices for college. This gives us a good idea how many to expect.

"Splash Days" are held at the pool for high school students each year, and then they are shown around the campus .... If we need students in an adult class we announce that the class may be closed soon, and the registrants flock in.

We have excellent relations with the press, TV, and radio; and I spoke to community clubs 108 times last year.

* * *

John Hubbard, Assistant to the Chancellor for Community Relations, San Mateo Junior College District, Calif.:

One of these days, if you haven't already, you're going to have student militancy trouble on your campus.

We did.

There's just one sure-fire way to avoid it. Accept only white middle-class students who are apathetic about everything except Saturday afternoon's football game or Saturday night's dance. Reject all students of color. Reject anybody with a beard, a pawnshop fatigue jacket, a pair of Ben Franklin glasses or a peace button.

We didn't.

Particularly we encouraged the minorities.

So we've had trouble, plenty of it.

And it's cost us plenty--an estimated $18,000 in campus property damage, injuries (ranging from superficial to extremely serious) to perhaps two dozen students and teachers, and considerable loss of public confidence and support.

Now we're on the road back. Much of the damage has been repaired. The injuries are healed. We're regaining confidence and support. We're even getting a chance to draw a long breath now and then, and view with some measure of detachment and perspective what's happened to us.

It all began three years ago when College of San Mateo started a new tutorial and counseling experiment called the Readiness Program for minority students. There were dramatic successes--big gains in minority enrollments, demonstrable academic achievement by disadvantaged students who had come to us ill-prepared for a college education, nationwide acclaim and a seemingly never-ending procession of visitors who descended on the campus to find our "secret."

Until last fall, everything appeared rosy.

And then, for a variety of complex reasons that we won't dwell on here, the trouble erupted. It started with confrontations and a half-day occupation of the College of San Mateo administration building. There were also student demands, sporadic fist-fights, false alarms and incidents of actual arson attempts, detonation of homemade bombs, a threatened student strike, a pipe-swinging attack on the college president, a bloody, destructive campus rampage, the firebombing of an administrator's home.

All this, and more, kept the campus in a state of constant tension and turmoil from late September through early January.

For the last three months, however, relative normalcy has been restored.

So how do we feel today? Older, yes; much older...but wiser, too; at least a little wiser.

We know ourselves better, each of us. We've all been down to the nitty-gritty together.

We know our faculty better, and they know themselves better. One of the first moves the college president made when the trouble broke was to involve the faculty fully. In the process of this involvement, they rediscovered--many of them--the pride and the strength that are at the foundation of their profession.

We know our community better--fickle, perhaps, and too quick to jump to too-easy conclusions, but basically with both their heads and their hearts in the right place. And they know us better.

We know our board of trustees better--the conservativeness of their approach, but their essential fairness, solidity and courage. And they know their challenge better.

Most important, we know our students better--particularly the minorities. We've learned to discount manners and words, and to search instead for the meanings behind them. We've learned to talk with students and, what is more crucial, to listen to them. As a result, they know us better, too.

I know my job better. It's not just press releases and brochures and "open door" talks and campus tours and public programs. It's thinking hard, evaluating hard, doing the hard things that must be done--including giving the unpopular advice--to make sure our colleges are putting their best foot forward, even when that foot is getting stepped on, and hard.

I know that some trouble is preventable. I also have a strong feeling that some is not so preventable, that there are forces at work that want only to bring you down, and any old excuse is good enough.

What kind can be prevented? Largely the kind that the stems from grievances which are legitimate or are at least held to be legitimate. It has been interesting to discover how much of the medicine involved in this connection boils down to just plain good, open communications --and that's our bag.

Here are some things to do. Some we did; some we didn't:

1. Make sure your administration is close to your faculty.

2. Make sure you're telling the community your problems as well as the progress you are making.

3. Make sure your board is not insulated.

4. Make sure everyone is close to the students. Shrink that generation gap.

5. When little troubles form, hit them then. Unless you do, they won't go away. They'll only get bigger. Some of your students will see to that; they can twist an out-of-order restroom into an international issue complete with overtones of napalm and the Vietnam war.

6. Get as many student elements as possible involved in solving campus problems. It is essential to give them a partnership stake.

7. Get everybody--including the community--working together. Do all you can to prevent polarization.

8. Separate, among the students, the well-meaners from the game-players. And go after the game-players hard. Get them out if you can. Our president did a tremendous job in this regard.

9. Break down faculty and staff suspicions and prejudices. At College of San Mateo, a series of "Black Experience" programs put on for teachers and office employes by black students has been of terrific help toward that objective.

10. A final point: If trouble comes, real trouble, don't be afraid to call the cops. But make sure they understand their mission, as did the police who were used at College of San Mateo. They must be more oriented to cradle-rocking than head-knocking.

And speaking of the peaceable approach, don't think that every action has to be met by a counter-action of equal magnitude. Our chancellor's theory has been that cool, calm responses go much farther than heated retorts in leveling out potentially explosive situations. And his theory has worked.

Well, this is what we have experienced, and what we have learned. In some ways, we must admit, it has been a healthy, constructive

experience--a learning process and a sort of catharsis.

The question that remains is, how intelligently will we be able to employ what we've learned, the next time around, if there is a next time? There probably will be. And we'd better be forearmed with knowledge and sensitivity and a sound position from the outset, or maintaining the public support and confidence we've regained since January may be a job not for any administrator or team of administrators, but for the centuries.

* * *

Questions:

Q: What is the role of the public relations man in all this?

Hubbard: For one thing, he must be knowledgeable about student activism, keeping up with rapid changes from month to month. It is a big job just to keep informed. Internal communication, especially with students, is extremely important.

Harper: Were you consulted on decisions like calling police?

Hubbard: No--not always; but there was a consensus: first, not to call the police; then, to call them. The president has taken my advice on some things, refused it in others.

Harlacher: You had gone to a multi-campus operation, and you were assisting the chancellor. Where did campuses fit into the picture? Did they handle the problem?

Hubbard: The new chancellor had not arrived on the scene when the trouble occurred. The plan is to have community relations or public relations officers on each campus, in charge of the work there.

Q: The real test will be, whether the chancellor will stand back and let the campus handle the crisis the next time.

Hubbard: The chancellor and the board kept their hands off. It was handled on the campus by the president.

Priest: I don't think that the chancellor should keep out of it. I think the top man has got to be where the action is....

Hubbard: We have to increase communications with the minority areas, through discussions, short courses, etc., to break down barriers.

Q: What relationship did you have with the press? Often the public relations man is inaccessible.

Hubbard: We were in constant touch with them - with daily press conferences during the time when the press was on campus.

* * *

FEEDBACK SESSION:
San Antonio Workshop
March 21, 1969

Selden Menefee: I must tell you about our keynoter and the reason we asked him to come here and share his experiences with you. Recently I visited Lake City Junior College, and I was struck by the extent to which it permeates the community. When I drove into town, there was a sign at the edge of town saying "You are now entering Lake City, Florida, home of Lake City Junior College." I had the car radio on, and I heard a long announcement about a new adult education course being offered by the college. In the center of town at several intersections were oil drums painted white, in the traffic dividers, bearing the sign "Basketball tonight at Lake City Junior College." Later I learned that President "Swede" Phillips, as he is called in Florida, gets every newspaper in his area - and there are many - to carry a special section each fall about college offerings, which the college has printed in quantity. Here is President Phillips, to tell you how he has made his college so much a part of his community.

* * *

PROGRAMS THAT HAVE IMPROVED COMMUNITY RELATIONS
by Herbert Phillips, President, Lake City Junior College, Florida
(Excerpts from an address delivered to the AAJC Workshop on Junior College Community and Public Relations in San Antonio, Texas
March 21, 1969)

The best teaching is "share and tell," as we are doing here.... As to community relations, I do one very basic thing - I visit all the towns in my district frequently, and talk to the people in each place.

Our community relations program includes (or has included) these 20 points:

1. We move board meetings around the district. We meet in all five counties. I also attend board of instruction meetings in each county, from time to time.

2. We have an arrangement with North Florida Junior College for a joint law enforcement program with one instructor for both campuses. Also we split a physics instructor. This is economical and the community approves it.

3. Faculty members get released time to work with the counties for program improvement. They serve as consultants.

4. We do cooperate to the fullest with newspapers. They carry our program in full each year, and they have never failed to print our news releases.

5. Magazine publicity--quite a bit has come our way. We were College of the Month in Coach and Athlete and in Junior College Review.

6. Radio time--we have more than we can use, for features, spots, athletics.

7. We send out 10,000 college annual reports per year.

8. We use classes on TV--The University of Florida cooperates with us and with other colleges. We use "Sunrise Classroom" and the like on the Jacksonville TV stations.

9. Teachers are released for recruiting students for the summer.

10. The Chamber of Commerce helps us with surveys, sending athletes out of the country (to Jamaica), and putting out color brochures featuring the college,that they can afford and we cannot.

11. The use of facilities--gymnasium, concerts, etc. are shared with the community.

12. The use of our reading labs by high school faculty for high school students is encouraged.

13. We participate in all of the county fairs in the district. We had 20 booths at one fair. One booth goes to all five fairs.

14. We hope to get the power company to let us send out literature with their bills.

15. Literacy education, and MDTA projects, get us out into the community.

16. We meet the community through dinners with advisory groups.

17. Night courses are held throughout the district, including some in the state penitentiary.

18. We use industry intensively for vocational courses - sometimes even without a teacher from the college.

19. With compensatory education, especially in the summer, our program levels extend from elementary to college levels.

20. I write a column weekly in the student paper, called "The Prez Says." The students are the community. Inform them.

Principles on which we operate:

1. Don't worry about "college level."
2. Don't care if it's never been done - do it.
3. Offer all things to all people, if you can.
4. Don't be afraid to steal (ideals).
5. Don't be afraid to ask. Don't be a shrinking violet.
6. Have good athletic teams - this really helps.
7. Capitalize on unique features of your college.
8. Play up per pupil costs (if they are low).
9. Don't wait on facilities. Find temporary ones.
10. Don't say "no." Take on all requests possible, and meet them if you can.

Now I've told you what we do. What do you do at your college?

* * *

DISCUSSION

Dean William Bungert (Lake-Sumter JC, Fla.): Our president has a "Meet the President" session for the students once a month. This is "preventive maintenance" for student relations.

Phillips: On Tuesdays, Wednesdays and Thursdays we have faculty gripe sessions from 9:00-9:20 A.M. You find out what's happening that way. Our public relations man is always there -- it keeps him well informed.... We also take our courses out to the eight counties, and to 13 off-campus centers. This is good community relations.

Carlton Truax (Richland Technical Center, Columbia, S.C.): We go into the high schools to offer pre-engineering courses - and into co-op programs with industry.

Nail: We have classes from the cradle to the grave. Literally, from training kindergarten aides to mortuary science.

Question: But can a public college raise private funds?

Hubbard: We have raised $60,000 in private funds as a start, in our campaign to match $105,000 in Federal funds.

Harlacher: We raised $200,000 in private money at Foothill College, a public college in California, including $50,000 for an art museum.

Question: What is the best source of training for junior college public relations work?

Harper: Probably the American College Public Relations Association is your best contact to find personnel.

Tyron Spearman (Abraham Baldwin Agric. C, Ga.): I raised $6,000 for our rodeo in one day. Of course, two alumni gave $2,000 each. Our "Operation Surge" is a civic program involving the community.... Over 6000 people attend our "short courses" each year -- many on agriculture, but most are for the city, such courses as draperies. We also have "Meet the President" sessions, each Thursday from 2:00 to 5:00 at the president's house on campus.

Sue Jones (Lee College, Baytown, Tex.): We have a planning commitee of 20 persons meeting all through the year, to make recommendations on expanding community relations.

James Wallace (San Antonio College, Tex.): We were asked (along with El Centro College) to develop a library technician program for the state. We are getting inquiries about future graduates already, with a year to go before our first class graduates.

Edwin S. Keasler (San Antonio College): We have 5600 night school students at San Antonio - and 4000 students per year in distributive education alone.

On public relations: We believe our image is formed first by the reception desk or the telephone voice. Our telephone people now say: "This is San Antonio College - May we help you?"

Phillips: Watch out for one thing - a negative public relations factor. Don't be eternally hitting them for money. The rule at Oglethorpe University is to collect only once a year from any one person.... Treat all former students, not just graduates, as alumni.

Paul Preus (University of Texas): In our junior college leadership program, we have no formal community service training - but our people work with new careers, adult basic education, etc. Austin has no community college, which is a handicap to us.

* * *

COMMUNITY PROGRAMMING AND COMMUNITY SUPPORT

by Bill J. Priest, Chancellor, Dallas Co. Jr. College Dist.,Tex.
(Excerpts from the dinner address delivered in San
March 21, 1969)

"Public relations is doing good things and then telling about them," the vice president of the J. Walter Thomson Co., the world's largest advertising agency, once said. Any false information, though, will boomerang.

This is no time for shrinking violets. Let us tell our story.

First, you have to know what your capabilities are, and know who else is working the field. Evaluate your efforts constantly and keep cutting out dead wood.

Your sources of support from the community stem from four attitudes:

1. Expectation of help from the college;
2. Gratitude for help already given;
3. Conformity to tradition: the universal belief that education is good; and
4. The groundswell of approbation for community colleges in general.

Reasons for non-support of colleges are these:

1. They don't know you exist -- because you don't in their experience. Or --
2. They've heard of you -- but don't relate you to their own world of experience. Or --
3. They're not sure what you do -- but know that it costs money, so they oppose it. Or --
4. They know what you are doing and don't believe it's worthy of support.

Factors in successful community relations include these:

1. A good relationship with the mass media - this is essential. Without it, you can't win.
2. Awareness by board and staff that the college must continue to earn approval.
3. Good internal relationships in the college, with faculty and students.

We must never take a passive role. Initiative is essential. You make more breaks for yourself than fate makes for you. The greatest risk in today's world is standing pat. Errors of omission are more deadly than errors of commission.

Remember, in a shooting gallery when the ducks stop moving, they get shot down. Don't be a sitting duck!

* * *

III

SAN ANTONIO WORKSHOP
March 22, 1969

Utilizing Facilities on Campus and in Community
For Community Education Programs

Ervin Harlacher, Pres., Brookdale Community College, chairman:

Campus facilities should be fully used, but we should go beyond them, into the community. At Foothill we waited for our plant to be completed before our community service program began. This was a mistake. We should have started in our first year of operation, utilizing facilities throughout the community.

Dr. William Birenbaum, President of Staten Island Community College, proposed dispersal of Bedford-Stuyvesant College over 45 blocks - "a college without walls." He said, "It should be difficult to distinguish between college and community .... the college as a bastion with high walls is irrelevant to the needs of modern society."

The Tulsa plan for a community college quoted the concept of the "sidewalk college." Why have one site for the college? The sideshow might well become the main tent if you avoid this.

The usual method of starting a junior college is to get 200 acres, and design a plant. Why not a new model, with great teachers working in the heart of the community? Seattle has 118 learning sites over the city. They are building three campuses - but they hope to retain the dispersed facilities. If most of these activities are moved onto the campus, something will be lost. Some of the people involved will not feel comfortable on a new campus.

* * *

V. Dobbs, El Centro College, Dallas, Texas: We utilize insurance companies, hospitals, hotels, banks, department stores and shopping center auditoriums for classes. Also college corridors, dining rooms, even our kitchens for adult classes in off hours. In some programs we started with teachers directly from industry; often they are the best.

Melvin Bright, Southeastern Community College, N. Carolina: In Piedmont, Western North Carolina, we used 10 classrooms in churches. The basement of an A & P store was converted to science classrooms. Also the town leased us a school building for $1 a year for an interim campus.

Phillips: Isn't it a shame we do all these things when we are in temporary facilities - and when we get our campus completed, we don't do this sort of thing so much? We should continue these scattered facilities wherever we can . . . . We

plan to go after people in the Negro area by using old school buildings there. Southern blacks do not always like to come to the big campus. Art and speech classes are given in private homes.

We plan to use a machine shop in town with $400,000 worth of equipment, and hire the owner to teach at $500 a month. This gives us a chance to use his equipment free.

Lewis Riley (Amarillo College, Texas): Our allied health center is a part of the community medical center. We conducted a study of health needs in the community. Our city health center has 8 facilities on 365 acres. The college will build in this medical center, using all the clinical facilities there and in the city, for our nursing and allied health programs.

Part of Amarillo Air Force base was used for training dental assistants. Restaurant management training courses were given in dining rooms of restaurants. They are now on campus - but we are not training so many waitresses. In Joe's Steak House, we had 20 or 30 people, but we hope for more than we have now.

Q: We have found that members of off-campus classes want to come to our campus.

Harlacher: There needs to be a mix of campus and off-campus classes - depending on how we can best reach the people. We have to be willing to discontinue programs or change them as conditions change. The use of off-campus facilities keeps your program flexible. You can end the program - or move it - if you need to.

Priest: The great travail period is often more productive than the big deal. Churches know this - a building program pulls them together. Everyone has to work all the time, or the whole group will go under. Everybody feels like a missionary - trying to save the world. Then you get a new campus - and they start concentrating on shorter working hours and to hell with the kids....

You might ask yourself: How can you stay in lousy circumstances longer?

Frank Taylor: The Smithsonian used to be known as "the nation's attic." It has a sort of neighborhood museum which brings in the community. We tried to guess what the community needed and missed. Now they tell us. We are seeking out the neighborhoods, like the community colleges.

Harlacher: "Why kids hate school" is a question not unrelated to this. When we get beautiful permanent facilities ... people have to adjust to the rigid structures. People like the problem-solving approach. So the early stages of development may be more stimulating.

Taylor: But you must go beyond "Sidewalk University" to new ways of teaching.

Menefee: The Social Science Project of AAJC is doing this - using students as interviewers and the community as a laboratory for a scientific study of racial tensions. The teachers involved in this are doing a useful job, and teaching in an exciting and relevant way at the same time. The students have been enthusiastic too.

Priest: Tulsa showed that the establishment considers temporary or storefront facilities "interesting" but they want to build a campus like the ones they went to.

Harlacher: Rock Valley College interviews prospective career students, they meet with employers, they go into work and study programs with jobs assured. They learn on the job. The students have an income, and college facilities are stretched.

W. W. Wagner (Brevard Junior College, Cocoa, Florida): We use NASA and Patrick Air Force Base facilities for classes; but once the airmen get started in junior college studies, they want to come to the campus.

Harlacher: I believe in the "hook" concept. Get your hooks into the people, reel them into your classes. But it has to be a two-way process. Education has to be part of everyday life. A multi-faceted approach is needed.

Wagner: We offered 250 free college scholarships, even including books. We had 140 takers--but only a handful stayed on. Like 10 or 15 now.

Priest: Did you fit into the same pattern, or recognize that they had special needs?

Wagner: We fitted them in, but they didn't stay long enough to enable us to do much for them.

Harlacher: They need a sense of confidence before they come on the campus.

Q: Where do you find good developmental teachers?

Answer: You have to train your own. AAJC should be encouraged to help, by training interns, etc. A typical M.A. in English, put into a remedial situation, can run 150 students right off the campus in about three days.

Q: How about using junior college teacher-aides and the Peace Corps as sources for remedial teachers?

Melvin Bright (Southeastern Community College, Whiteville, North Carolina): We have been training our own students to carry on with the next crop of students - and it works.

Bungert (Lake-Sumter Junior College, Florida): We tried to recruit remedial people without much success. Then we painted the picture black but challenging and we had plenty of takers.

Bright: We have three or four workshops a year, with consultants, to try to improve our remedial work.

Harlacher: We often attend seminars, but then we go back to the real campus world and do it as we've always done it, lecturing within four walls. Any examples of innovative techniques that we learn about, we are apt to forget when we get home.

Phillips: Our remedial students decided to fix up a room; they had scale drawings made, and I issued purchase orders. They bought furniture and had a grand opening. This did a lot for their confidence. We also arranged to take them on a bus to Jacksonville and Cape Kennedy.

We don't worry too much about English as such, in our teachers- we look for people who have the right attitudes. That's more important.

Don't repeat with remedial classes the methods that have already failed for 12 years. Don't use "gerund" and "subjunctive" and such words and expect them to understand.

The biggest inhibitor is the time factor. We should have a fixed objective, but a variable period of time. Let them take as long as they need to complete a course.

Jose Rivera: You need competence - but also imaginative teachers.

Harlacher: There is no one answer. Many levels of competence are needed.

Priest: The name of the game is, does it produce the results? We can absorb criticism if we feel we are doing the job. We believe you don't have to have a M.A. to do everything. We want good teachers regardless of degrees. We hired quite a few B.A.'s. We were surprised that there were so few objections to non-M.A.'s. When the accrediting team came around they accepted our methods without any trouble.

Rivera: But there is still the monster called accreditation. We find in Puerto Rico that you can't have too many non-MA's and stay accredited.

Priest: I disagree. You can use more leeway. You just have to have a good reason for doing it.

Truax,South Carolina: Our community service program is a springboard. Use community service to try out your new courses and teachers. Non-credit courses are wide open for this.

Harlacher: The community service area can help to break our bonds. The big challenge is community education. I suggest to AAJC: if you really want to make a breakthrough, sponsor a conference on new teaching techniques.

Menefee: We do plan work on new teaching techniques in next year's Program With Developing Institutions.

Harlacher: Can't the AAJC New & Developing Colleges projects get together on a conference on new methods of instruction?

Menefee: We will work on this. It is a definite possibility.

Cummiskey: The problem is, the appropriation for Title I (Community Service) of the Higher Education Act is only about $10 million for the whole country. It depends on state plans and is administered by states.

Harlacher: But something can be done on the state level. It is true that the picture is not all bright. In California there is a special 5-cent tax to finance community service, and continuing education was amended into the community service plan. In Illinois, all community service money has gone to the universities - not one penny to junior colleges. However, Michigan and Texas junior colleges are getting community service money.

Clyde Nail: The open door policy for all 18-year-olds in the Harrison Williams bill may cause problems in Texas, where high school graduation or a GED (General Education Development) Army certificate is required. AAJC should do some missionary work to convince our president and academic deans that the open door is really possible. (It is already accepted and written into the law in California. - Eds.)

Phillips: And teachers-that is where the hangup is. We need to orient our teachers on the mission of the community college.

Priest: About 40 people came to a special institute we put on in Washington for orientation on the community colleges. They were junior faculty people for the most part, and not particularly interested in the open door concept. They didn't learn much.

Phillips: You have to select out people who can't learn to work with the open door philosophy.

Harlacher: In selecting staff for a new college, how can I tell who will really believe in the community college mission? It worries me.

Charles Powell, Connors College, Oklahoma: Charles Tolley, our academic dean, is making a study of this problem - faculty attitudes on the junior college - at Oklahoma University.

Frank Taylor: Evaluation is important. In the museum world, we stand in awe of colleges and universities, though we are classed as educational institutions. In the community service area, you are going to have to prove your results in order to get money for community service educational programs.... In the museum business you can only measure results after 15 or 20 years.

John Hubbard: As "Swede" Phillips said, we mustn't overlook one most important subject - the students, the reason for our existence. Also, the faculty is a public of ours--as it grows, personal contacts lessen, and tensions increase. The faculty also becomes important in governance. Be sure they are involved and that they feel an integral part of the whole college operation....

From Bill Harper's "Public Relations Exchange" newsletter, I got the idea for a presidential newsletter to faculty. It has brought a tremendous response since we started it this year.

Priest: It is apparent that community service is not an isolated island - it is a part of the total college mechanism.

It comes through loud and clear, too often, that we hear of good things being done - but we aren't doing them. We agree, and then do nothing. We may go back hopefully and implement two or three things we heard of here.

Our nation has certain needs - and the community college is the best means of coping with them in the U.S. today. We have an educational tool for this. Our star has risen - now is the time to cash in, or "forget it, kids." The vacuum is there - either we will do the things that are needed, or we can reflect on how we blew it all.

Harlacher: If we really believe that the whole community is our campus, we ought to apply a systems approach - list objectives, then develop facilities and staff to meet them; and evaluate our programs annually to keep them relevant.

* * *

LUNCHEON MEETING

March 22, 1969, Crockett Hotel & Motor Inn, San Antonio.
Topic: "Regional Museums: 3-Dimensional Media for Community Services"

Shafeek Nader: Mr. Frank Taylor is Director-General of Museums and Director of the U.S. National Museum. While assistant director of the museum, he wrote the program of requirements for the Museum of History and Technology and directed its construction.

He began renovation of the public face of the Smithsonian 15 years ago, a process which is still going on.

He has received many awards. A graduate of M.I.T., he has specialized in the history of technology, invention and science. From the Georgetown University Law School, he holds a degree of Juris Doctor.

Mr. Taylor has drawn some parallels between community educational services and museum exhibits; for instance, in both areas it is difficult to measure the effect on the recipients of such services and on the viewers of exhibits.

He has been involved in a recent discussion with the AAJC exploring possible cooperation or coordination in areas of mutual concerns especially early discussions on the design and planning of regional museums.

* * *

COMMUNITY DIMENSIONS OF MUSEUMS

by Frank Taylor, Director-General of Museums and Director, U.S. National Museum

(Excerpts from the luncheon address delivered to the AAJC Program With Developing Institutions workshop on Community Relations and Services in the Junior College at San Antonio, March 22, 1969)

The only people who talk more than community college people are museum people -- and we don't have a definition of museum either!

We are doing some exciting things in social action, and like the community college, our mission is to upgrade the quality of our life.

My homework for this talk included Ervin Harlacher's fine report on The Community Dimension of the Community College. He describes a great assortment of community service programs -- probably a greater variety than those performed by museums. My reaction to the report was mixed. I wondered if museums were alert to the many ideas they might obtain from the community

college programs, and I felt that colleges are coming to resemble museums more every day!

That was meant as a compliment!

Almost everyone thinks of museums in terms of the preservation of collections of objects exhibited with a take-it-or-leave attitude in a thoroughly static style. The common images are the musty dusty local history museum or the repelling, inhospitable marble palace.

There are still too many of these. But the museum as we know it from the inside is a base or center for programs and activities of the liveliest -- I might say of the most daring character. Many museums are meeting community needs defaulted by other institutions. They are inventing forms of social action and like community colleges, are facing up to omissions and failures of government and media to teach or communicate. The museum, like the community college, has the mission to lead our citizens to demand an upturn in the quality of life and living.

Before plunging into the museum's types of community services I should point out that the museum as an institution suffers from the extreme ambiguity of the word museum. The large natural science research museum has little resemblance to the small science and technology teaching museum. Each of scores of varieties of museums has its own attitudes toward its community and its particular techniques for addressing community needs.

In the large research museum the professional biologist, anthropologist, or historian of art or material culture thinks of his research and publications as the primary purpose of his lifetime career. These museums usually have separate and equally professional departments of museum education, exhibition, performing arts, lectures, and associates programs which offer continuing education or cultural entertainment....

At one Smithsonian museum a puppet show of the classical European type has been running all winter, while our designers have been dreaming of using puppets to demonstrate and reinforce the impact of museum exhibits.

There are a surprising number of these large research museums in art, science, and history. They are strong enough to afford a high quality of performance in their public programs and to engage the most competent managers for their community or extension activities.

On the other hand, there are numerically many more museums of the teaching variety -- children's museums, museums of science and technology, outdoor museums, nature centers, and the like. Little research is conducted in them. They are highly organized for teaching -- usually at the elementary and junior high school levels -- and many have very sophisticated educational programs

for youths and adults. A number have grant support to experiment with new methods of teaching and others have qualified as supplementary teaching centers.

In Fort Worth, the Fort Worth Museum of Science and History, formerly the Fort Worth Children's Museum, has had for some years one of the very best high school biology courses in the country. Some of the youngsters have described new species and published on them.

So one comes full circle and finds colleges engaged in museum-like community services and museums, which by definition are essentially community-oriented, performing teaching chores and supplementing the curricula of the local schools. There are, of course, numerous academic colleges and universities which have museums of their own. And of some of these it can be said that their museums are their principal community service.

An advanced community service with which both museums and colleges are identified is that of aiding people to understand and involve themselves with decision-making on issues of the changing world. Museum innovators are experimenting with centers of choice, halls of issues, and interacting exhibits of many kinds.

A "hall of issues" might be as simple as three cork boards placed in the basement of a church to engage the interest of neighborhood residents in an issue affecting their lives. The issue might be urban renewal, welfare, education, or crime. On one board, exhibits state the issue and existing conditions; another shows alternative attacks on conditions, anticipated results, and interdependent parts of the life or structure of the neighborhood. Viewers are invited to state their selections of the alternatives and give their reasons in writing. These responses are assembled on the third board and become part of the exhibit.

Plans are underway to add the computer to exhibits of this kind. Experience observed over the years in the effects of highway locations on urban development and land use, the effects of stream pollution, and efforts to clean up the rivers, can be programmed into the computer. The viewer is invited to study the ingredients of a situation or issue and make choices of solutions. The computer will show him graphically the consequences of his action. For example, if he selects chemical cleansing of a river he may be told he has just killed all the muskrats, or raised his taxes. The opportunities are endless for this kind of involvement. Feedback of information about the viewer is expected to be very useful to planners as the techniques become refined. The viewer many times will be responding to questions of: What do you like? What don't you like? What would you like?

A related community service is to instruct businessmen, developers, and engineers on the ecological balances in nature and to show the consequences of upsetting them. The Smithsonian,

with several universities, operates a Chesapeake Bay Field Center for the study of problems in ecology in a densely populated area of recreation, industry, and commercial and sport fishing. We are now organizing a field seminar to show utility engineers and builders, legislators, and others what can result from thermal and waste pollution or what happens when the last wild places and wet lands are built on.

It seems to me that in the development of such exhibits and museum-based seminars, the experiences of the colleges and the museums would reinforce the efforts of both. Certainly the Smithsonian and most museums would share their experience with the techniques for mounting these experiments and studies -- exhibits, films, demonstrations, other presentations, as they are developed.

At this point, I should say that within the past week Smithsonian people have met with officers of your Association in Washington about mutual interests. It was agreed that the Association would ask three college community service specialists to attend a summer institute already planned to interest young university students in the public activities of museums. We will discuss largely the impact of museum communication through exhibits. We could learn much about community colleges and the college representatives could learn about the Smithsonian and museums.

Many museums provide traveling exhibitions which are, I assume, useful in instructing, in broadening the interests of the students, and in support of special events for the community. In the past 12 months about 25 junior colleges throughout the country have rented exhibits from the Smithsonian Traveling Exhibition Service booking about 35 shows. This compares to about 135 four-year colleges and about 308 bookings by them in the same period. The Service has a catalog of approximately 140 exhibitions mostly of art subjects. These are rented usually for a period of 3 weeks. The calendar lists as many as 70 openings of the shows in a month in libraries, schools, museums, and colleges. One large New England college books 4 to 6 shows a year into its arts center.

This is rather conventional museum service but an interesting variation has occurred recently. A Pennsylvania center established under Title III of the Elementary and Secondary Education Act asked permission to rent a number of shows -- 14 -- and distribute them to some 43 schools in its district. By cutting down the showing time and moving the shows quickly within the community the number of places receiving the service was multiplied several times over. The Louisiana State Council on the Arts circulated the exhibition "Eyewitness to Space" and the College Association for Public Events and Services (CAPES) circulated "Finnish Graphics Today." This suggests that regional groupings of colleges might find it economical to circulate these shows.

The Smithsonian Traveling Exhibition Service is about 20 years old. It was started with a grant of Smithsonian funds and has

proved to be a self-supporting service. Dr. Dillon Ripley, Secretary of the Smithsonian, is anxious to include more exhibits on science and history. He also believes that a modular packaging of exhibits might prove useful to two-year colleges and other institutions which do not have experienced museum staff to provide the registral functions, exhibition skills, security, and other museum techniques required to install the shows. His thought is that a college could have an exhibition gallery equipped with modular fixtures into which the show could be fitted without skill or possibly without even removing the exhibit from standard exhibition cases or frames in which it traveled. We are convinced that we must erect such a gallery and prepare several different exhibits to demonstrate the idea and obtain some estimates of cost. Hopefully, the experimentation or even the service might be subsidized by public funds. So far we have been unsuccessful in stimulating much interest in the abstract idea.

The Smithsonian Division of Performing Arts has begun a test of our ability to circulate units of the performing arts as a self-supporting non-profit service. The distinguished Preservation Hall Jazz Band of New Orleans was circulated in Indiana and Ohio. The results were so good that the unit is now being circulated commercially, and has probably been priced out of reach of small institutions. As a substitute another group has been formed, of musicians who played with Jelly Roll Morton. This will be circulated as the Jelly Roll Memorial Band.

A test of the effect of saturating a community with performing units will be made in Arkansas where eleven colleges have agreed to participate.

The units to be circulated include the Smithsonian Singers trained in the Gregg Smith style, the Lucas Hoving Dance Company, the American Place Theater, the Smithsonian Puppet Theater, the American Folklife Company, and the Black Experience with the distinguished singer of traditional songs, Bernice Reagon.

Some units will be available for five-day residencies at colleges. An Encounter Series is planned in which for little more than the cost of two showings a unit will remain at the college for a third day to meet with students and faculties, demonstrate techniques, and mingle with the college community. It is expected that combinations of performing units and exhibits might prove interesting and useful for community services....

In contrast to the reasoning behind the modular exhibit slipped into uniformly equipped galleries, is another suggestion that materials be sent to aid in the production of exhibits by the students of the colleges. There is no doubt that exhibits will continue to have a place in communication and the possibilities for innovative methods of exhibition are very great. Many skills are involved, and the preparation of exhibits could provide interesting applications of reporting, writing, editing, selecting,

teaching, designing, and a wide variety of production techniques including photography, audio, silk-screening, illustrating, and the engineering of exhibition structures and lighting.

Museum people would be interested to see what young students could do to project their concerns for themselves and for their communities through exhibition innovations. I am certain that museums in many communities would cooperate in such experiments with your students....

The public activities of museums, including exhibitions and even museum education, have not been well supported by granting foundations or government. Museums look upon colleges with some jealousy and even awe of their many sources of public funding. It is difficult for a museum person to turn down any kind of venture into new uses of museum resources. But it is also physically and financially difficult for most of them to cooperate without support or reimbursement. We have a theory that most granting agencies are interested in museums as educational institutions but do not know how to evaluate programs or projects whose impact cannot be measured as one's teaching efforts are measured by the examination or the test of the students' knowledge or skill.

Philosophically, this does not bother us because by observation and instinct we know that something is happening. We know that most learning is outside of the classroom and that the true measure will not be known for years to come and bears little relationship to immediate test results.

I sensed in discussions here that continuing education is not thought of as an extremely novel kind of community service.... I suggest that much could be learned from the activities of museum associates programs or the programs for friends of the museum. Popular courses in perception, for example, are based upon performances of dance, advanced drama, painting, sculpture, modern music, and movies. Film series in which historians, scientists, anthropologists, and designers introduce the films and stay to answer questions, are great community services of the mind-stretching type.

I am tempted to do another Harlacher report on the "Community Dimension of the Museum!"

If I were asked to advise on museum-like activities for a college, I would urge consultation with the directors of all museums in the college's neighborhood. And I would urge you to avoid commitments to conventional museum activities, such as acquisition of collections and elaborate permanent exhibits. Provide space for changing exhibits, make it as feasible as possible with generous electrical services in walls, floors, and ceilings, and probably a grid ceiling for economical changes of lighting. I would also stimulate student interest in communicating through exhibits involving all possible media.

In conclusion, I would say that it is the Smithsonian tradition to cooperate in advisory and consultative ways. And that, we will know more about our mutual problems after the summer institute.

This has been an exciting meeting for me. It opened up an entire new world!

* * *

Question: How do we get in touch with the Smithsonian to secure traveling shows and exhibits?

Taylor: Write the Performing Arts Division, Smithsonian Traveling Exhibit Service, Smithsonian Institution, Washington, DC 20560.

* * *

PART II -- MOLINE WORKSHOP

OPENING SESSION
MOLINE WORKSHOP ON JUNIOR COLLEGE COMMUNITY AND PUBLIC RELATIONS
March 28, 1969

Dr. Alban Reid, President of Black Hawk College:

I am very glad to welcome all of you to this conference in Moline, and we look forward to showing you our new campus this afternoon, though it is still under construction.

Black Hawk College started in 1946 as an Extension Center of the University of Illinois. It was Moline Community College until 1961. Then it became the first community college district in Illinois. Its campus contains 1400 square miles and 3300 students are enrolled.... Welcome to the Quad Cities!

Selden Menefee, Director, AAJC Program With Developing Institutions:

I want to thank you, President Reid, and also Jim Koch and John Frey of your staff, for the fine job you have done in making all arrangements for this workshop. I also bring you greetings from Ed Gleazer and the Washington staff of the American Association of Junior Colleges. Things are humming in Washington these days. HEW Secretary Robert Finch and the Nixon task force have been making some very fine statements about the community college; and the most important piece of legislation in years affecting our colleges, the Comprehensive Community College Act of 1969, has been introduced by Senator Harrison Williams, Jr., of New Jersey, and 33 other senators -- over a third of the Senate -- with parallel bills also introduced in the House. Of course, the bill has a long way to go before it becomes law, and some safeguards may need to be added when the hearings are held; and even if it becomes law, there is still the danger that the adequate funding may be authorized but not appropriated, as has happened in so many programs affecting higher education - including Title III of the Higher Education Act, under which our Program With Developing Institutions is financed.

I want to tell you how this meeting came about. A large number of the colleges' administrators expressed interest at various times in having some specialized consultation on community services and public relations. We got to talking with Dr. J. Kenneth Cummiskey, Director of the AAJC Community Service Project which is funded by the Kellogg Foundation, and worked out a plan for sharing the cost of a pair of workshops on the problems of community relations and public relations in the junior college, one in the north and one in the south. (A conference on community service had been held in San Francisco in February, and another was scheduled for Winston-Salem, N.C., May 1-2, so San Antonio and the Moline-Davenport area, where we had good host colleges, seemed ideal locations for the two on community relations.) We persuaded Bill Harper, Director of Public Relations for AAJC, to come with us and organize workshop sessions on public relations. I want to thank Ken Cummiskey and the Kellogg Foundation, our "angels," and Bill Harper, for joining with us and helping to make this workshop possible.... Now, here is Ken Cummiskey.

I

COMMUNITY EDUCATION SERVICES WORKSHOP
Panel Presentations

Community Education Services and Community Relations
by J. Kenneth Cummiskey, Director,
AAJC Community Services Project

This conference is co-sponsored by the W. K. Kellogg funded-Community Services Project of AAJC. Let me describe briefly the purpose and activities of the project. Our purpose is to make community services a mainline function of the college. It is an assumption of the project that the community college should be a center of community life. It is a reservoir of talent facilities and management capability that should be available to and utilized by the community. To this end, the project attempts to orient institutions, educate administrators and board members and train community service practitioners.

Project activities include:

a. Publications - a wide circulation (3,500) newsletter (The Forum); a directory of leadership in Community Services, and a series of Working Papers dealing with administrative and program considerations.

b. Conferences - (such as this one) for community service practitioners and others to get at some of the basic questions concerning community education.

c. Consultants - are made available to institutions that request assistance with their community services programs.

d. Research - cooperation with universities and individuals carrying out research related to community programming.

e. Training programs - cooperation with universities (like MSU, University of Chicago, North Carolina State, Boston University, Teachers College, and others) that have programs to prepare junior college community services leadership.

f. Clearinghouse function - collect and send out materials on community services in our colleges.

The activities encompassed in community education services are described in the material that we placed on the tables.

Our purpose today is to look at the purposes and practices and to fit them into your institutional framework.

* * *

Planning Programs in Response to Community Needs

by William Keim, Dean of Community Services, Cerritos C, Calif.

In California we represent the extreme end of the spectrum on community colleges. We have 85 community colleges in California, at last count, and we stress community service. The community college is becoming deeply involved in the community -- this is the real democratization of higher education.

To understand this involvement, you must know that we have (1) local control and local taxation, and (2) open door and free tuition. And (3) we are part of a Master Plan for Higher Education (written in 1960). Under this plan, 80% of Freshman and Sophomore students in the public colleges of the State are in the community college system. By 1980, virtually all first-two-years students will be in community colleges.

What do we mean by community? A college may serve many communities or separate municipalities. Should we say "communities college" then? Each town is different, after all.

Sociologists mention many criteria as most important in defining the community. I have selected these:

(1) Population characteristics -- age, race, trends. Is the community growing? What is the socio-economic pattern?

(2) Institutional structure. We are only one agency in education in our community. Industries and churches have training and education programs, too. You should know about them. Your adult education program should take them into account.

(3) Value system. What is held to be important by the community?

(4) Economic base. What are the job opportunities? There are two ways to understand your community:

a. You may be born and raised in the community, and love your community -- throw yourself into its life. Native or not, you need to become involved to understand it.

b. Or you can use other means of finding out about the community. You can send out questionnaires, make up a scale on attitudes toward institutions; you can take inventories, conduct interviews, and pick others' brains.

As an example, at Cerritos we were asked to give a course for volunteer workers and we agreed. We found to our surprise that there were 61 welfare agencies in our area -- and none of them knew what the others were doing. So we put out a directory of agencies. Many of these agencies already have data on community adult education.

Our community service programs all have their base in citizens' advisory committees, and we take them seriously. We ask and use their advice.

Our colleges, and public education in general, have four basic purposes:

(1) Self-realization - To develop a person for himself. An inquiring mind, health, knowledge, etc.

(2) Human relationships - democracy, courtesy, etc.

(3) Economic efficiency - occupational skills, consumer protection, small business workshops, tax courses, etc.

(4) Civic responsibility - to examine and improve our institutions.

Hence, these general advisory committees are useful because they conform to the basic purposes of education in a democratic society:

(1) Recreation advisory committee.

(2) Committee on civic responsibility -- to attack problems of the community. This resulted in our involvement on many fronts.

(3) Committee on business. Businessmen need help, and don't care about credit hours. The latest information on business trends is especially appreciated by them.

(4) Committee on Fine Arts. This is easy and non-controversial.

Community service and public relations are basically means of communication -- bringing groups together in a neutral situation. So bring people together -- but only if you mean it.

The most exciting thing is, people are now looking to higher education for leadership in solving community problems.

* * *

Administration and Operation of Community Services Programs

by Walter J. Fightmaster, Executive Director of
Community Services, Oakland Community College, Mich.

A community services program should have the full approval of the Board of Trustees, administration and faculty. All must provide support for establishing community services as a major college function.

Once established, the community services program should have a full-time administrator equal in position to that of the Dean of Instruction or Dean of Student Personnel.

Written policies, regulations and procedures for all aspects of community services programs should be developed, approved and adhered to. Emphasis should be placed on assessing the educational needs and interests of the community, involving community leaders, and establishing community advisory councils and committees to assist in developing, implementing and evaluating programs, courses and activities. The next step would be to obtain from your Department of Education, financial support for community services programs and courses.

Prior to program development and implementation, a complete survey and analysis within the community should be made to determine what exists in the way of educational needs and interests. The Oakland County community, for example, is made up of 30 distinctly different school districts covering 900 square miles with approximately 900,000 population. This county has a distinct difference in educational needs and interest among the many different school districts, cities and townships. It is, therefore, necessary to rely heavily on the results of a survey in order to provide compatible programs and activities for these distinct community differences.

Currently at Oakland Community College, we have three campuses. If we were to start over, I think we would develop only one campus with many off-campus extension centers so as to emphasize community outreach reducational programs. It has been our experience that adults, especially women, do not want to travel great distances at night to remote campuses for college credit or non-credit courses. Cuyahoga Community College, Cleveland, for example, has even gone to implementing courses and programs in storefronts within the inner city in order to take education to the community. At Oakland we are currently implementing college credit extension courses at fourteen different school districts, utilizing high schools and junior high schools. Also we are utilizing the 150-year-old dormitory of a state hospital for our community services administrative offices. During the forthcoming school year, Oakland expects to offer its community college credit extension courses at off-campus sites in approximately 18 different school districts with an expected total enrollment of 4,000.

In addition to the college credit extension program which operates under the Office of Community Education, we have an Office of Community Development which develops and implements various community projects such as Project SERVE, Project COPE and numerous short courses focusing

attention on community and social problems and issues; an Office of Cultural Affairs which provides forums, fine arts, film series, exhibits, cultural tours, community band and chorus, and theatre programs; an Office of Human Resource Training providing a variety of vocational-technical, apprentice, pre-apprentice, employee-in-training, para-medical, para-professional, and MDTA programs, also food technical courses; and an Office of Special Services providing a speakers' bureau for the use of college facilities, information services, campus tours and visits, a master calendar, monthly calendar of public events, and facilities for Recording for the Blind, Inc.

The entire Oakland Community College program of community services is self-sustaining and planned in cooperation with various citizen advisory councils and committees, college and staff.

* * *

Question: How can a poor district finance such a program?

Fightmaster: In Michigan, community services programs are financed through state aid and tuition for college credit courses, course fees for non-credit courses. Title I of the Higher Education Act as well as other state, federal and foundational grants and contracts are available.

Question: What means do you use for reaching your 30 communities, other than press releases; and what does it cost?

Fightmaster: We use brochures, flyers, newspaper ads, radio, T.V., advisory councils and committees, and direct mailing. We are currently expending approximately $50,000 a year for advertising and publicity. Our extension center coordinators are public school adult education directors who consider our program as part of theirs and, therefore, publicize it in their brochures and flyers. We also use literature display racks located at the various public schools, banks, city and township governmental buildings and other appropriate facilities.

Question: How do you handle refunds in adult education courses?

Fightmaster: Our refund policy is as follows: Before end of first week - 80%; end of second week - 60%; end of third week - 40%; end of fourth week - 20%; thereafter - none.

Question: What is the size of your mailing list, and how much does it cost?

Fightmaster: At the present time, our prime mailing source is American Mailers and Binders, which provides a mailing service with a 10% county coverage, a random sample of approximately 90,000 citizens. The citizens selected receive community services brochures, flyers and college credit extension schedule of classes. We also maintain mailing lists of social, civic, service, business and industry by individual name for use in specialized direct mailings.

The current cost for printing and mailing of brochures is 25 cents each. Our briefolio, which is available to you, will give you some idea of the type brochures, flyers and items we provide.

* * *

Programs to Develop Community Service Personnel

by Dr. Max Raines, Director of Community Service Project, MSU

Our goal in community service work is to facilitate human and community development:

- To help the individual make the best use of his ability;

- To stimulate cooperative efforts among community organizations to improve the quality of the environment for the individual....

There are three levels of training for community service administrators:

(1) Dean level - for top leadership in the field. Michigan State University is pioneering here.

(2) Intermediate level - specialists.

(3) M.A. level - peace corps types - non-establishment people who care about working with the disadvantaged.

We must have neighborhood programs. Our antenna system should be where the action is. Sometimes the only way to reach people is to involve them in action, show them that they can change their environment. This sometimes leads to anti-establishment action, and may involve the college in controversy. But it may be worth the risk....

As to organization, the public relations man is an interpreter of the entire college to the community. The dean of community relations may need his own information program, but he must coordinate it with the general college information program.... (See also Dr. Gunder Myran's statement in San Antonio proceedings.)

* * *

Comment: In our college community relations, public relations and community service people work as a team. The president coordinates them.

Raines: Each institution must work out its own best form of organization.

Tendler: Max, you've pinpointed a misconception. We don't sell soap. We are not Madison Avenue people. We are the alter ego of the president, understanding and interpreting the entire college to the community.

Question: Where can we find community service leadership? At Michigan State University?

Raines: We are beginning to produce it. The degree is in adult or continuing education, with the title of "Specialist in Community Service." Columbia and UCLA are also beginning to train specialists.

* * *

7

KELLOGG FOUNDATION EFFORTS IN COMMUNITY EDUCATION SERVICES

A telephonic talk by Robert E. Kinsinger, Program Director,
W. K. Kellogg Foundation, Battle Creek, Michigan

(Excerpts from the luncheon address delivered to the AAJC/PWDI Workshop on Junior College Community and Public Relations, Moline, Illinois, March 28, 1969)

.... When the W. K. Kellogg Foundation was just a year-old infant, back in 1931, it realized that "Education offers the greatest opportunity for really improving one generation over another." And my Foundation predecessors early embraced the concept that learning is a lifelong process, and proceeded to support this premise through its aid to a ten-year, $8 million program known as the Michigan Community Health Project. While this Project in seven counties of southwestern Michigan involved subsidies for facilities (such as for the establishment of county health departments), personnel, and for consultants in broad areas of health, education, and recreation, an important realization in "bringing these counties up-to-date" was that community leaders must have access to training opportunities through continuing education. The term "continuing education" -- little c, little e -- was actually used for these pioneering efforts which permitted physicians, dentists, nurses, school superintendents and teachers, school boards, church pastors, the dairyman, the veterinarian, to take short courses at various universities and colleges. (Parenthetically, I do not know of any earlier use of the words "continuing education" to indicate education for the adult continuing through his life.)

In the years that have followed, and particularly in the period just following World War II when many health professionals re-entered civilian life and needed refresher training therefor, the Foundation has used program grants plus scholarships and fellowships to aid in the United States the professions of agriculture, dentistry, education, hospitals, medicine, public health, and nursing to develop inservice education. In somewhat lesser degree, institutions in Canada, Western Europe, and Latin America were aided in similar endeavors. And it should be pointed out that while the bulk of the grants were for on-the-job or short course education for professionals, other occupational levels were not forgotten. For instance, the American Hospital Association's Partnership for Progress is a nationwide continuing education program which is using $1½ million of the Kellogg Foundation's money to refresh and update hospital workers in all echelons.

Although the Foundation is most readily identified through its support of Continuing Education in university facilities tailored to expedite a program, our support for Continuing Education has been much broader than for programs at residential centers alone. For instance, at Oakland University are two Foundation-aided programs which represent additional thrusts in charting the possible future of Continuing Education. An "alumni" program is geared to the proposition that the university's graduates will never cease to be students, that the undergraduate must have this concept presented to him regularly from the day

he arrives on campus, and that there should be provided for alumni thus sensitized, correspondence courses, weekend workshops, and formal, advanced educational programs offering a wide variety of learning opportunities witnessing to the belief that "Education is a lifelong process."

Another singular Oakland program is its "Continuum Center for Women." (Parenthetically, I should lament that the Battle Creek Enquirer and News carried a story about this program under the headline -- FOUNDATION TO HELP WOMEN FULFILL THEMSELVES.) Nevertheless, the program is evolving to help women discover and exploit their optimum roles in society beyond the traditional homemaking and childbearing. When women return to the work-world, or the professions, or the world of the auxiliary volunteer after rearing their children, they will, via the Continuum, have been given marketable skills, professional education, motivation, and assistance with appropriate placement so that their talents and potential will not be wasted or limited by educational barriers.

That Continuing Education is not for urban residents alone is indicated by Michigan State University's two-year-old Farmers' Study Program to develop leaders for farm communities. Using Foundation funds the College of Agriculture conducts for selected young farmers study institutes and travel seminars which convey understandings of the social, economic, and political framework in which modern agriculture functions as an integral part of an industrial society. Covered is not agriculture per se, but topics such as "The Changing Rural Society"; "Operation of Political Parties and Interest Groups"; "Discussions on Values and Beliefs"; and even one session concerning "The Dance and Its Relationship to Society."

Time precludes my discussion in any detail of other continuing education programs aided by the Foundation, but their function will be indicated by the titles of just a few of them -- "The Salzburg Seminar to Improve European-American Relationships"; the "American College of Hospital Administration"; "The W. K. Kellogg Foundation Institute of Graduate and Postgraduate Dentistry"; "Employee Education for the National Health Council"; Nursing Programs of the Western Interstate Commission for Higher Education; and Regional Agricultural Education provided by the Southern Regional Education Board.

The most visible support of the Foundation has been related to the concept, first put into action at the Kellogg Center at Michigan State University in 1951, of an educational center able to offer periodic learning experiences to a broad spectrum of adult society within a university environment and featuring a specially designed facility for this purpose. The emphasis has been on the educational program within the context of a great university having vast intellectual resources and services. Support for the center facilities has grown out of the need for a short term in-resident educational complex tailored to the program objectives, and the resources of the university.

Continuing education became Continuing Education -- capital "C" and capital "E" -- through the Foundation-aided establishment of the Kellogg Center at East Lansing. The use of the capital letters was

intended to alert the public to a new road to learning for adults. Kellogg Center, as well as the nine other residential centers subsidized in part by the Foundation, seeks to present optimum conditions for adults to "go back to school" in great numbers. For brief periods they are able to consider with experts pertinent topics vital to their jobs, their families, and their communities... the encouragement of adult learning after the end of formal education and, in fact, throughout life.

To encourage university-oriented adult learning, the Foundation from 1951 to date, has made grants totaling more than 16 million dollars to aid the establishment of ten residential centers for Continuing Education, each planned to demonstrate a unique feature. These, in the order of their founding, are at Michigan State University; the University of Georgia, with an emphasis on new communications media; the University of Nebraska, incorporating a specialized Hall of Youth; the University of Oklahoma, with decentralized facilities; the University of Chicago - the first private institution - focused on continuing education for national leaders; the University of Notre Dame, concerned with philosophical questions of man and society; Oxford University in England, providing leadership in British adult education; the New England Center for Continuing Education, at the University of New Hampshire, which is based on a consortium of six state universities; the evolving Center for International Affairs at Columbia University, with a broad perspective for the international scholar, and Kellogg West at California Polytechnic College utilizing the resources of the nineteen-unit California State College system and focusing on maintenance of technical skills and knowledge.

Following the establishment of the first two of these Centers, we have had scores of proposals to aid further expansion of the residential learning idea. Those proposals to the Foundation which found eventual acceptance were, to a considerable degree, evaluated under what we, in our philanthropoid jargon, call "The Fifteen Criteria." These, hurriedly, are: Uniqueness of proposed program; Specificity of Planning; Extent and Quality of Involvement of Staff in the Planning; Evaluation Procedures included in the plan; Training programs for professional adult education leaders included in the plan; Recognition of the necessity of Pre- and Post-Conference experiences; Facility space planning; Experience in conducting Continuing Education activities; Ability of the Leadership designated for the program; Desirability and Cost of Site and Sites; Stability of central administration of the institution; Opportunity for contribution to local community's standard of living; and Analysis of the financing necessary to construct, program, and maintain the Center.

While the ten Centers have dissimilarities, several by design, they also have several common characteristics including:

1. The education is CONTINUING, i.e., a SERIES of conferences, seminars, or workshops, with other educational experiences between meetings. Ideally, groups with a common interest meet year after year. (In the span of a year, 67% of the conferences in one of the Centers were "repeat" ones.) Involved are precon-

ference planning, and pre- and postconference contact through supplemental literature and sometimes television and radio. This planning is the joint work of Center staff people and leaders of the agency sponsoring the conference.

2. The meetings are held in a university setting, offering people retreat from their usual environment and largely precluding the interruptions which occur in everyday routines. Ordinarily for two, three, four, or more days, the meetings see the participants devoting FULL TIME rather than marginal time.

3. There is maximum use of the rich resources of the parent university and the content of the meetings is drawn from the full-range of knowledge which is the concern of some unit of the university.

While the majority of the conferences are occupationally oriented, there is a definite trend in the direction of more emphasis upon the arts, the humanities, and upon cultural and informational elements more broadening than a narrow focus on job-lore. Interspersed with conferences bearing titles such as "Savings and Loan Executives Course," "Insurance Regulatory Institute" and "Sales Management Seminar," are conferences discussing "Ideals and Religion," "Man as a Social Being," "Art in the Western World," and "A Symposium on Creativity."

With respect both to a "tailor-made" building and to communications equipment, most of the Centers have proceeded in a mode of experimentation. For example, the Georgia Center has admittedly experimental square and windowless conference rooms, a hexagonal auditorium, a modernistic panel table which includes a tele-prompter, and uses a tele-autograph for the exchange of messages between members of a panel. The Oklahoma Center is a complex, with each of the buildings therein strategically located to accomplish specific purposes. The New England Center is built in "a natural, wooded environment ready-made for contemplative and imaginative thinking." Officials of all the Centers have worked long and hard with architects and builders to design the most efficient facility, furnishings, and communications to contribute toward an optimum atmosphere of learning.

The Foundation investment over a period of eighteen years to assist with the initial program development and to help with construction at the ten residential facilities for Continuing Education has, we believe, had an influence far beyond the Kellogg-assisted centers. Professor Cyril O. Houle, who is "Mr. Adult Education" to many Americans, believes that Continuing Education achieved its most intensive and modern form with the launching of the Kellogg-aided centers. There is evidence to indicate that many of the more than 80 such centers that developed during this same eighteen-year span were stimulated by the examples of the Kellogg Centers. We received no less than 53 separate proposals for Centers for Continuing Education during one four-year period....

What involvement the Foundation may have with Continuing Education in the future depends on the type of innovations that emerge in the years

ahead. With relatively limited resources a Foundation must depend for its impact on short-term support, strategically placed at just the appropriate moment. This is an objective for which we constantly strive, but which we do not always achieve. However, in our pursuit of this goal we try to maintain our sensitivity to development in the fields in which we have elected to concentrate.

We are convinced that the time is ripe to move the community colleges into the community service function which they have long cited in their literature but never really developed to its full potential. Continuing Education is one of the key components of this expanded role.

Community Services in Community Colleges:

In the field of higher education, one of the major contemporary debates is concerned with the most appropriate relationship between the three traditional functions of the university, i.e., teaching, research, and public service. Social and political pressures created by current concerns about the "urban crisis" and "equal opportunity" have intensified the need for analysis of the allocation of collegiate resources. Leaders within the community college movement on the other hand seem to be agreed upon the need to place more emphasis and to allocate more resources to community services. The commitment of community colleges to provide community services has long been inherent in the definition and the basic purposes of these institutions. Therefore, discussions of the topic tend to center more upon how community colleges can best serve this function.

The ideal community services program provides special educational, training, cultural, and recreational programs beyond regular and traditional instructional programs of the college. The programs are designed to serve all age groups and provide leadership and coordination capabilities of the college for the solution of community problems. The number of residents served by these functions generally exceeds to a great extent the number served by the regular academic transfer programs and programs for career training of technicians.

To assist community colleges in their national efforts to improve community service programs, the Foundation has provided aid for two major thrusts. The first is carried out by the American Association of Junior Colleges to support the community services dimension of community colleges on a national scale. To carry out the program of the AAJC Project in Community Services, there has been established a consultant service to identify and recommend experts in community service activities to assist colleges upon request. Further activities of the project have involved sponsorship of regional and national conferences and workshops for community services directors, college administrators and others involved in the community dimension of college activities. In addition, the project has participated in cooperative activities with universities and others engaged in training programs for community services leadership in junior colleges. The project also is providing a clearinghouse function for information relating to community services and publishes a regular newsletter entitled Community Services Forum.

The second Foundation-supported effort to help community colleges develop and strengthen programs of community service and continuing education is being carried out through a leadership training program at Michigan State University. The training program endeavors to prepare promising students for positions as community service experts primarily to serve as directors of programs offered by community colleges. In carrying out the training program, Michigan State University staff will work closely with selected community colleges in the State of Michigan which have been identified as models or potential models. As the community service programs of these potential "examples of excellence" are developed, the setting will be used for a practicum or internship experience by the trainees. The community colleges selected will also serve as demonstration colleges to be visited by representatives of colleges throughout the nation to help them learn how their college may:

1. Become a center of community life by encouraging the use of college facilities and services by community groups.

2. Provide educational services for all age groups which utilize the special skills and knowledge of the college staff.

3. Provide the community with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems.

4. Contribute to and promote the cultural, intellectual, and social life of the college district community.

Instructional innovation in Continuing Education is widespread and will no doubt continue. Greater use of the theatre to "entertain them hugely while educating them subtly" is meeting with great success at some university centers, and the use of "Comparative cross-examination" for the moot trials of the National Advocacy Institute has achieved national prominence as superb educational experiences for practicing trial lawyers.

If the college is to <u>reach</u> its students rather than just to <u>teach</u> them, it must instill in them an enthusiasm and dedication for lifetime learning. This function might be assisted by enabling students to sit in, electronically, on appropriate Continuing Education sessions (a vicarious exercise in relevancy). If it is possible to secure permission from conference groups from time to time, arrangements could be made to have classes eavesdrop on selected sessions of Continuing Education conferences by the use of closed circuit television. For example, an economics class might gain much by hearing, and later reviewing in class, discussions of the "live" problems with which a group of labor leaders or industrial managers are currently wrestling; or engineering students might grasp the importance of lifetime learning through having an opportunity to see the process by which the practicing engineer must constantly add to his knowledge and skill. This idea is, of course, just another way of bringing the real world inside the ivory tower.

Another pervading theme that seems to be in the air is the need for a consortium of educational institutions engaged in Continuing Education. Such a relationship could provide a nationwide comprehensive system of Continuing Education to serve an increasingly mobile population. The pioneer alumni Continuing Education programs are already approaching this task in relation to the specific groups they wish to serve. They are enlisting other institutions to help them provide Continuing Education for their widely scattered alumni.

Our Foundation's role in relation to Continuing Education has been and should remain that of a catalyst, and we reaffirm our belief in the concept of education as a lifetime process. The Foundation will always have empathy and special regard for Continuing Education--believing that the knowledge explosion, the onset of automation and the imminence of cybernation, today's social, economic and physical mobility, the obsolescence of the work ethic and the urgency of charting new directions, the explosion of leisure time and the broadening of participation in cultural activities and the arts -- are all impressive factors that make mandatory the greater scope and heightened quality of Continuing Education throughout the world.

Electronic lectures like this, or eavesdropping at conferences, would add to the relevance of education and to appreciation of the need for lifelong learning.

We need a nationwide consortium of colleges to stress community service.

* * *

II
PUBLIC RELATIONS IN THE COMMUNITY COLLEGE
Panel Discussion

William A. Harper, AAJC Director of Public Relations:
(Excerpts from Introductory Remarks)

If it is important to interpret skillfully and effectively the programs, policies, and problems of the college to our many audiences, if we believe that we must have understanding and appreciation from taxpayers and private donors in order to gain necessary financial and moral support, then it follows that we need well-qualified personnel and organization to do the job.

Of course, there's a paradox here. Even without sophisticated public relations programs the junior college has come an incredible distance in the past several years. Growth is one sign of it. Local, State and federal interest is another. Foundation support is becoming more readily available. The press is taking notice of us. Other educational institutions and organizations have decided we are here to stay. We are enjoying great public approbation, probably because we are in the right place at the right time -- a time when there is tremendous need for new educational opportunities, a place and time when critical social ills can no longer be ignored.

But that's no excuse for laxity - or disorganization - in our PR programs. The times may just change. Here's why I say we need to establish, to strengthen, and to improve our community relations:

1. The honeymoon might just end one of these days. Some of our supporters may decide that we are not living up to all the promises THEY made for us.

2. We are by no means receiving our fair share of the private dollar. Yet, we are probably benefiting business and industry as much as any other kind of institution of higher education.

3. Despite the "approbation," financing continues to be an increasingly more critical problem at all levels of education. We have got to be prepared to show the taxpayers, as well as private donors, that we are worth it. Interpretation is vital.

4. New problems are upon us. Student unrest. Faculty-administrative differences.

5. We are getting bigger; our programs, more diffuse. Just as community and junior colleges are multifaceted and multicampused, so must their public relations be varied and many-sided.

I would like to offer my definition of the public relations function or office. You may quarrel with it:

The public relations program should be directed from the top by a cabinet level officer. The role of that office should be to see that the goals of the institution are translated for the many publics involved to the end that there will be community support and participation, insuring that the goals are met.

The chief public relations officer, in addition to his interpretative or communications role, will have a voice in policy decisions that are made about all aspects of the college's program and operations - even community services.

He will have supporting staff to carry out the technical aspects of public relations -- fund raising, public information, and publications.

* * *

Mitchell Tendler, Director of Community Relations, Oakland CC, Mich.:

You've got to have a good program going for you, first of all. If you do, do you need a public relations man? You do need a public relations man who knows his job. He is worth a vice president's pay.

It is no less imperative that community colleges have a professional PIO (public information officer) on their staffs than it is for four-year institutions, public school system, governmental agencies, business and industrial concerns or other large organizations which are attempting to thrive in the latter half of the twentieth century. Furthermore, the community college PIO must be placed in a position at least comparable with an academic dean and administratively he should, preferably, be at the vice presidential level on the organization chart. He should report directly to the president.

Public information cannot be a part-time job if it is to be professionally handled. The PIO should do the annual report, internal and/or external newsletters and press releases. He should sit with the press at board meetings and see to it that members of the press are supplied with all public documents given to the board. Secretiveness is unprofessional and immoral and will ultimately render a disservice to the institution via a bad press.

Every press release he issues must be newsworthy.

In terms of campus unrest, the PIO should seek to provide facts to the communications media so that if there is any opportunity to inhibit a sensationalist approach to such occurrences, representatives of the communications media may be able to be helpful in that regard.

The PIO must work for the entire college and must not be identified as being a president's lackey. All members of the college community, faculty, secretarial help, maintenance people, security officers and students must be cultivated so that they call upon the PIO to publicize items regarding their activities with the college. If

such a relationship can be developed, it will serve to create lines of communication within the college between the various college groupings which might otherwise feel that they had no voice from within the college to publicize their activities. A professionally-done newsletter published on a weekly, bi-weekly, or monthly basis which emphasizes the activities of groups other than top administration is also a helpful means whereby the college can be held together. It is helpful to publish a digest of actions taken by the board at the board's offical meetings. If the college staff can become conditioned to receiving such a digest the day following the board meetings, it serves to eliminate rumors regarding the actions taken.

During contract negotiations with the faculty organization, a professional PIO can be worth his weight in gold in helping to keep those negotiations from being conducted in the daily press. The PIO should try to work out an agreement with the faculty representatives that there will be no individual comments regarding the progress of the negotiations but if there is a statement to be made, it should be a joint statement of both parties. As we all know, once parties begin to respond to one another in the daily press, the entire circumstances deteriorate and negotiations become infinitely more difficult.

The PIO should provide members of the state legislature with appropriate press releases regarding activities of the college and should, in cooperation with the president, provide the legislators with the college position on pending legislation so that the legislators have a "feel" for the college. An annual dinner whereby a progress report can be presented to the legislators is an excellent technique in making them feel a part of the college. This relationship can be quite beneficial in helping to inhibit a legislator who may have an inclination to make political hay over some untoward student behavior of the institution.

PIO's are, unfortunately, because of the nature of their profession, their own worst enemies. A good PIO keeps in the background and publicizes other people. This attitude apparently becomes part of his personality because he does not then emphasize the importance of his position to the institution. If, therefore, PIO's need one thing more than any other, it is a sense of personal dignity and self-respect. Until this is developed, sad to say, it is going to be very difficult to "sell" the college president on the important role played by his PIO.

* * *

James Koch (Black Hawk C, Ill.): I have heard that a public relations man is one who stands with one foot in the air and the other in his mouth. Public relations should be easy in a community college because of community approval of its functions. But to have good public relations a college must be doing a good job; and this in itself is good public relations.

Public relations is more than publicity. It is easy to overpublicize a college. One college president I know of wanted to put

out a press release every day. It was disastrous.

Black Hawk College has many media to deal with, including 20 weekly papers in the Quad City area. I have come to know them all, and what kinds of stories they will use. You should meet your local editors and find out how you can serve them.

The best public relations is word of mouth. News stories only have a 15% readership, after all. Your students are doing public relations for you all the time.

Community involvement is important. The Black Hawk community survey was great public relations for us; 10,000 questionnaires were sent out, and because we asked their advice, people came to see the college as their own.

In bond referendums we go to the people with the facts, briefly, and never threaten them. We only ask for their interest and cooperation.

* * *

John Hubbard, Director of College Relations, San Mateo JC Dist.,Calif.
(See San Antonio proceedings for an account of Mr. Hubbard's remarks at both workshops.)

* * *

DISCUSSION

Question: What kind of a public relations man would you have in a small college, of say 400 people? The budget won't always permit hiring a full-time professional.

Tendler: It is a matter of priorities. Every college needs a full-time communicator.

Question: How about sharing a public relations man with another institution? Or an agency for public relations?

Answer: No. Sharing a man would not work so well. The agency might cost more, too.

* * *

FEEDBACK SESSION
Moline Workshop
March 28, 1969

Selden Menefee: This session, which we sometimes call "show and tell time," is one of the most useful in any workshop, for this is where ideas and successful innovations are exchanged. We have asked Marshall Hamilton to come up all the way from North Florida Junior College, in Madison, Florida, to get the discussion rolling. I recently visited his college, and I was greatly impressed by the way his staff uses modern audio-visual devices in every classroom, and by the intensive use his learning center and reading lab get. Not only this, but I learned that these modern techniques were being freely shared with teachers from all parts of the district. Marty, will you tell us some of the things you have done in Madison?

* * *

PROGRAMS THAT HAVE IMPROVED COMMUNITY RELATIONS

by Marshall Hamilton, President, North Florida Junior College
(Keynoter)

Let me first say:

If your performance is not good, no public relations man can help you much.

What is needed, in my opinion, for a good community service program is not so much an "administrator" for community services as a "coordinator" for such a program. The coordinator should search for community needs and then work with any division of the college that can satisfy the need. The coordinator should not be tied to any particular phase of the college service, such as adult education, night programs, or off-campus centers, since any such major activity would skew the community service function.

I expect the scope of community relations to expand rapidly in the next ten years. Innovative leadership will be expected of us. Get your college involved in every aspect of the community's life.

My purpose today is to give you some examples of how North Florida Junior College became involved in community service soon after its involvement. When the college began operations in 1958, it was learned that not a single high school in the six counties served by the college had an organized guidance program. This put the youngsters at these schools at a disadvantage and we were quick to realize that the situation created articulation problems for us with the area's high schools.

Through a Federal project an "Area Guidance Center" was established where the college employed a Ph.D. in guidance who, along with a small staff, set out to help in the establishment of guidance programs in the high schools within the six counties. Soon all high

schools and all colleges were fantastically improved. Soon the program added an area-wide testing program with test scoring, item analysis, and equipment for scoring.

A second example was the establishment of a Small Business Institute for consultation and educational services to the small businessmen of the area. The request came from a businessman who said that help which was available did not apply to businesses as small as they were in our area of the state. He asked, "What can you do about it?" I have learned one thing: "Never say 'No'." So I promised to look into it. After securing much help in identifying the problem from merchants of the area, we set up a number of seminars on requested topics directed by specialists from throughout Florida and Georgia. Consultants were obtained for working with the small businesses requesting such service, and a monthly publication, The North Florida Business Review, was distributed throughout the area on topics of general interest.

A third request for a community service was easily handled. The hospital asked if we could secure some video tapes telecast by the University of Georgia educational television network, for in-service training for the hospital staff. It was not necessary to secure the tapes since we simply used our own equipment to tape, in color, the live telecasts, and made them freely available to the hospital whenever they were needed.

Another community service, a cooperative service with the public schools in the six-county area, was an area film library. This was established with the help of three Federal grants plus a 15-cent per pupil cost to the school systems of the various counties. Ten cents of this was used for purchase of films and five cents was used for handling, mailing, and administration costs. A very respectable library was soon secured where teachers could order films one day and have them the next.

Another community service is the teacher scholarship program, available to any teacher employed in the six-county area. A mere $3 registration fee permits a teacher to enroll for up to full-time work in any class or program offered at our college.

Our very modern learning resource laboratory is available to all teachers of the area. Help is given them in producing materials or learning how to use modern equipment. The reading laboratory, which includes a reading-eye camera as well as individually equipped reading booths, is also available to help the teachers of the area.

Still another service is specialized courses for teachers within the six counties. Such courses (which can be used for re-certification) have included new math for teachers on the primary, elementary, junior high, and senior high school levels; science for elementary teachers that can be taught in a classroom without the advantages of a laboratory; reading techniques; and audio-visual education. The latter has been popular in rural Negro schools where such equipment had not been

available until recently.

The College staff has proven helpful to school systems, and other non-profit organizations, in making application for Federal grants. Frequently the agencies in the greatest need have the least know-how in searching for help.

Florida now requires a minimum of 200 hours training in police science before a man can be hired for any law enforcement position in the State. The College provides such training for a number of counties in our area, and, in cooperation with Lake City Junior College, we are setting up an associate degree program in law enforcement.

I am convinced the opportunities for community service are tremendous for our junior colleges. Perhaps the best source of talent within the entire community is to be found on the junior college faculty. Frequently it is the only agency that can serve across county lines.

I dare say that in the smaller communities the opportunity for community service is greatest - and certainly the need is greatest.

The community college, if it is successful, should be involved in <u>all</u> facets of community life. If it is not, the college has failed its purpose.

The opportunity for community service is there. What can you do about it? What have you done?

DISCUSSION

<u>Michigan Christian College</u> students are helping the kids in slum neighborhoods in Flint.

<u>Mesabi State Junior College, Minn.</u>, cooperates with AAUW in sponsoring a Fine Arts festival. The money is to be used for an arts center.

<u>Independence Comm. Jr, College, Kansas</u> - We use visual displays in downtown business stores to promote adult programs.

<u>Prairie State College, Ill.</u> - We are training pre-school center aides in the child development laboratory on campus - both slum and tuition children are served. Also an evening sitter service is planned.

<u>Chicago City College</u> -<u>Barbara King</u>: It is easy to talk -- but what kind of programs are being developed? And why are there so few black faces here, when the problems of the underprivileged are being discussed?

Grand Rapids Junior College, Mich.-Gene Carter: A cooperative program got black and white people together after a high school confrontation. Studies of teacher's attitudes were made, sensitivity training was set up. The police also had meetings in the black community.

Lansing Community College, Mich. - Phyllis McKesson: Ten policemen and ten blacks met in the basement of a church for a week. It was quite successful.

Catonsville Community College, Md.- Martha Lambert: We have a ghetto area - so we enlisted the minority students to make a survey of what services the college could supply. They contributed a five-week program on black culture, using Howard University scholars. It was held in a library auditorium, near the ghetto - and people flocked in.

Lassen College, Calif. - John Spencer: We have set up ethnic culture courses on the Negro, Indians, and Mexicans -- and white students also flocked in to find out about them.

Oakland Community C, Mich. - Mitch Tendler: We found black staff helps - but it doesn't draw many blacks to the college. So we went out of our county, into the Detroit area, and brought 50 blacks to the Auburn Hills campus to study.

Xerox Corporation - David Berkman: It's too late for palliatives. What can we do to meet the fair demands of the minorities? We have tried in New York City, in Bedford-Stuyvesant, to meet them.

* * *

COMMUNITY PROGRAMMING AND COMMUNITY SUPPORT

by Robert Johnson, Superintendent, Eastern Iowa Area CC Dist.

(Excerpts from the dinner address delivered to the AAJC/PWDI Workshop on Junior College Community and Public Relations, Moline, Illinois, March 28, 1969)

In this great age of discovery and technological development we find our nation beset with problems whose "cause or effect relationships" are erupting as community needs across the land. Some of the many problems which must be faced are delinquency, leisure, and lifelong education. Education has a vital function to perform in the solution of these problems if we envision the potential of our colleges when we devise community service programs.

Perhaps our problems are our fault. Perhaps we do not understand our role. The role of the community college is that of a catalytic agent. This involves leadership, coordination and getting the cooperation necessary to stimulate action programs by individuals and groups within the community. Will we go to the people or serve only the power segment?

We must learn to communicate. We send messages to spacecraft orbiting the moon, but we do not communicate with clarity on a person to person basis. "If we are to identify people's needs we must walk in the street with them," someone has said. Communication means not only to speak, but to listen. Comprehension -- understanding-- is basically hearing what people or groups say. Trust and support is generated through mutual understanding. As Lincoln once said, "public sentiment is everything. With it nothing can fail; without it nothing can succeed."

We must make it possible for more people to take an active part in our society. There are many potential leaders out there -- let's find them. Because of its very nature, the community college can reach into the very heart of the community. We are where the people are, but to take advantage of this potential leadership mass we must speak to, join with, and interact whenever possible. We must make ourselves heard.

Active participation in community affairs provides guidelines for action. Through awareness, community colleges can implement programs to fill social voids. I refer to this process as both innovative and "rootovative." When we innovate and provide needed community programs our roots are driven deeper in the community itself. When we make available our facilities and actively participate in community functions, the community will come to rely on us, and develop loyalty and support for us.

If we do not take root in the community it is due to our inability to listen and act.

Here are some guidelines I believe in:

1. Community service is important. Each college should prepare a major thrust outward by devising forums, seminars, speakers' bureaus, and training sessions.

2. Our function is to provide leadership, inspiration and coordination. We must all spend more time informally, out in the community.

3. We need to get people into our facilities through cultural activities, adult education, and organizational activities.

Through its program of community services, the community college can make significant contributions to the life of the community, state, and nation.

* * *

III

MOLINE WORKSHOP
March 29, 1969

Utilizing Facilities on Campus and in the Community
for Community Education Programs

Walter J. Fightmaster, Exec. Dir. of Community Services, Oakland Community College, Mich., chairman:

We utilize 14 school districts for our extension center programs. We cooperate with these districts by paying the costs, of our use of their facilities -- the utilities, etc. They look on this extension program as part of their own.

We also use private and public hospitals, nursing homes, the civic center, Catholic schools, gyms, storefronts, urban renewal areas (offices in vacant houses), etc. We also look forward to using mobile vans and portable classrooms soon.

We have 10,000 enrollment, but no auditorium or gym -- we don't need them. There are plenty of facilities in the community.

* * *

Question: Do you go outside your county for Community Service work?

Fightmaster: Yes, we go into Wayne County (the Detroit area), where there aren't any community services yet, by special permission of the state. Wayne County voters have defeated three attempts to get millage for colleges. We are trying to fill the vacuum this has created in some small degree.

John Dimitry (Macomb County Community College): With 2.3 million people unserved by Wayne County, we, too, have been asked to ehlp fill the gap and have agreed. We may be servicing 14,000 students in Wayne County --and these 14,000 students may provide the leverage to get the voters out in the fourth election.

Welden: An alternative philosophy is, give the student the money and let him choose where he wants to go. But this might leave hundreds of colleges without enough students.

(Comment from audience): This is a very dangerous course. It could turn out to be the "cop-out of the century."

* * *

FEDERAL INVOLVEMENT IN COMMUNITY EDUCATION SERVICES

by Dr. Eugene Welden, Special Assistant to the director of Adult Education, U.S. Office of Education at Moline, March 29, 1969

Approximately $12 billion a year in Federal funds are allocated for education and training in 750 programs (about 1/3 goes to the Department of Defense, 1/3 to the U.S. Office of Education, and 1/3 to all other agencies).

About 450 programs are to provide educational services to adults. The Office of Education fact book lists 81 programs.

Title I of the Higher Education Act is the only Federal legislation focused on adult education for solving community problems, and it is funded for $10 million a year at present. In 1967, 44 junior and community colleges (14% of all funded) received some aid under Title I. State universities and land grant colleges were 20% of those aided; other four-year colleges, 39% (public) and 27% (private). In 1968, 61 junior colleges received aid -- they were 15% of all colleges aided. All recent higher education legislation has provided that private as well as public colleges shall be eligible for aid.

There are two national advisory councils, appointed by the President, to review and recommend all programs of extension, continuing education, and adult basic education.

The trend in Federal legislation is toward State plans for support. Planning at the State level implies the crucial need for institutional planning. We need to plan so as to use our resources to treat causes, not symptoms; and we need to concentrate on mankind, not manpower. Whether we can think is more important than the machines we operate.

The community college is going to be the principal agency for community service in continuing education of adults.

The community college service program should be based on the purposes of the institution.

Plan to meet the purposes;
Perform the services;
Patterns will develop;
Get a perspective of what happened; and
Make permanent those activities which should be a part of the core, and drop those activities which prove to be peripheral.

* * *

FEEDBACK SESSION
Moline Workshop
March 29, 1969

John Lombardi, Asst. Supt. for JC's - L. A. City School District:

You have asked me to comment on some of our recent experiences at Los Angeles. During the week of March 10, I had the unpleasant experience of consoling four or five college presidents who were involved with the activism that most of you people have been spared, and the incidents had nothing to do with anything that happened on any of our campuses. One incident had to do with a strike in a junior high school, and the other happened at Pepperdine College, a four-year private college, where a young black man was murdered or accidentally killed. We don't know how it happened, but it happened at Pepperdine College.

As a result of that incident, a demand was made on the Harbor College president to do certain things and he said, "No. We can't do that. I have no authority." So the college got hit. Then East Los Angeles was hit. East Los Angeles happens to be in a Mexican-American community with some blacks. We had a hit-run incident there one day; a car went right through two buildings. A group of people yanked out plumbing, broke windows and showcases, and then disappeared before the sheriff's officers could come. So it can be difficult for an administration at a school to determine what the facts are.

I believe that the whites have at times been racists, but I believe also that some of us at any rate have been trying to do the right thing in the colleges. We have tried to bring about better conditions. We haven't worked fast enough; but oddly enough, among the eight colleges, the president who is getting the worst baptism of fire, to use an old cliche, is the president who has done the most. In the last year he increased the number of blacks on his faculty from six to twenty, and this took a lot of doing, when you have a civil service system. He has more black studies programs, more Afro-American courses, than any other president in the district, and yet he has had just one series of problems after another. We have just about all the programs you can think of. Last week we even got $40,000 from the Ford Foundation. What's happening is that we are becoming the scene of the riots; in other words, the riots in the community are coming onto the campus. Whether this will continue, I don't know, but it seems that way; it seems that the riots that used to be in the community are now being transferred to the colleges and high schools.

Now why are we singled out so? Well, I'm glad we're not ignored. There must be something worth noticing about us, otherwise we would be ignored. I think basically it's because people have come to realize that the difference between the haves and the havenots today is the difference between the educated and the uneducated. And so they have a tremendous need or feeling for education because in their minds, and they are correct today, they know that the uneducated in America are going to be the proletariat in America. No longer can we say in America, "Well, we can hire educated people for a dime a dozen," as was said in Auchincloss's "The Embezzlers." In that book the father of the stockbroker said, "Don't worry about these technical details. Hire as many hacks as you want. They come out of the colleges every year." You can't

say that, for these "former hacks" now are commanding the big salaries and are part of the Establishment, and the blacks know it. And so they want in, and they've been pressing us.

Then take the question, do we do what they want? We have certainly tried to. We have a college on the border of Watts. It's not in Watts, however, and when it was organized in 1966-67, the president of the board, who is black, and who made a speech on black power at the 1966 NAACP Convention, got annoyed when anybody called it Watts College. He also used to get annoyed when anybody said it was going to be a black college. He talked about the fact that we are "hung up" on the Watts syndrome. Now what did he want? He wanted a tri-ethnic college. We were asked - the administration was directed - to create a regular college, a tri-ethnic college of black, white and yellow/brown (Mexican). There were objections to setting up temporary facilities for the college across the street from a supermarket while we were building on the regular site, because this would be seen as an inferior institution, so instead we had to build temporary buildings on the site, that we'll have to remove when we put up the permanent ones. Now this was the community; this was what they wanted and they told us so in no uncertain terms. And so we tried to satisfy them. But the whites and the yellows had different ideas, and they didn't go to the college. So now the college is at least 95% black. So here the administration is contending with a nearly all-black college, and we try to adjust to this, but we've been in a turmoil since last December. We've had one series of incidents after another. After you've been in this business for thirty years, you begin to have a little more humility about what you can do and what you can't do.

As a political scientist, I used to say to my students, "Any group can start a movement because other forces begin to play on it." Who started this movement of Black Power? Stokely Carmichael, Rap Brown, Floyd McKissick. Who are controlling the movement now in California? The Black Panthers.

I'm on the record as being in favor of doing everything we can to meet the aspirations of the blacks. I think we have been guilty of a lot of discrimination against them, and they have suffered a great deal. And yet we're caught in this struggle that they have within their own ranks; they want to be part of the community, be part of the mainstream and yet also be a part of this other movement of black nationalism, or identity, as expressed by Carmichael in 1966 right after the Meredith shooting took place. So I believe that we, the community colleges, in the big cities at any rate, are aware of the problems and are trying to meet these problems. I believe we have to define our role; I do not subscribe to the idea that we can do everything. I think when we try to do everything, we do nothing. I believe that there are limits to what any community college can do. And it isn't just for lack of money. In California for community service we have a 3¢ tax on a $10 billion dollar assessed value. That brings a lot of money. But we still have all the adult education activities to finance and therefore, I believe it is our function to be discriminating in the kind of community services we provide.

We have three planetariums which the Federal government gave to us. But we don't have one at Los Angeles City College. Why? Because they can use a public planetarium nearby. Why should we at Los Angeles City College put up a planetarium and try to compete with a planetarium that does a far better job than anything that we could do?

Then we have another situation. We had an idea and to implement it we got money, $40,000, for community services. We were going to buy tickets to the music center, and the theater, but the tickets went begging. It was a community service for our people. But we failed. They didn't want that. They didn't come. Maybe we should have had some other things. The Tijuana Brass or other rock bands might have done better. But you are in higher education and you want to do something more for these people.

We have the Civic Center Act in California and we have to provide services to the community. Our facilities are available to the community when we're not using them, and we have a special tax for that that the state has provided. We provided an auditorium at Trade Technical College for Eldridge Cleaver right after the incident that occurred at Berkeley.

I believe we should be critical, self critical, but I don't feel that all the sins of society should be placed on our heads. I don't believe that we have failed to that extent. We may have failed, just as society has failed, but not to that extent. I believe that the junior colleges in Los Angeles (and that is all I can talk about) have tried to do practically everything that was mentioned here at various times. Let's not flagellate ourselves.

One of the things you must remember about community service is that what is good today may go out of fashion tomorrow. Take our educational TV station. ABC gave programs in the morning at 7 o'clock, not a very choice hour, but we had every day for a year programmed; and then it got too much for us and we shared it with Pasadena. But then the interest died out, the station had other things to do, and we withdrew.

We have stations on campus, and some of them are our own stations. Some are hooked up with commercial stations. There is a great deal of community service in our system, but if you think it is any kind of panacea, you'll be disillusioned because next year there will be a different fad and you'll have to keep abreast of it. Don't think that anything is a panacea.

And don't mistake symbol for substance. Too often we use only the symbol---we say "general education," therefore we have it. We say "innovation," therefore we have it. We say all these things and think that the symbol, the word, is the substitute for it. This is why I am really worried when I hear that the phrase community service--"community service"--oh yes, we have it. And that's without finding out what community service is really needed in your neighborhood or whether you are doing it because the accrediting team is going to come around next week and they want to know whether you are doing it; or whether it has any function. So I say to you as a faculty member and now as a central office administrator, these problems are not simple.

Don't judge about the actions of this and this college by what you read in the newspapers. Don't try to second-guess the president and say he should have called the police at this time, because it is possible that if he had called the police, he would have had a major riot....

Q: Do you think all junior colleges will have the sort of trouble you have had in Los Angeles?

Lombardi: Well, I certainly don't mean literally all are going to experience them. I think probably a population analysis of who attends community colleges right now would show that they tend to be from the emerging elements of the population and when they are white, they tend to be somewhat conservative in their orientation. We are seeing this in another dimension now, not in the ethnic or sociological dimension but in the age dimension. There is no question but that this is now filtering down to the high school level. If anybody had believed even five years ago that you were going to find a whole coordinated underground system, a radical system in the New York City public schools of white, middle-class youngsters, I wouldn't have believed it. But it's there now and it's operating.

Q: In other words, this is not restricted to black students?

Lombardi: Well, this year it is black. There was a very significant bit of testimony before Congresswoman Green's committee in Congress. As you know, the argument has been made that this new legislation which may deny federal funds to students who are convicted of participating in student disorders, essentially is an act against poor blacks, and she said "no." And the NSA president, who was testifying, said, "You are using last year's figures." The fact is that this year, since September, student rioting has been mainly though not exclusively a black phenomenon.

* * *

LUNCHEON MEETING
March 29, 1969, Howard Johnson's Motor Lodge, Moline

Shafeek Nader: Dave Berkman, who holds a doctorate on "Mass Media and Education" from New York University, has been a TV writer-producer-director, and was professionally active in the civil rights movement. He is now a full-time consultant for one of the major "knowledge industry" companies -- The Xerox Corporation.

COMMUNICATIONS MEDIA AND THE COLLEGE

by Dr. David Berkman, Educational Consultant,
Xerox Corporation, N.Y.
(Excerpts from the luncheon address delivered to the AAJC Program With Developing Institutions workshop on Community Relations and Services in the Junior College at Moline, Ill.)

When Harlacher, in his AAJC study of community services, stated the need for junior colleges to be "aware of what is going on in the world of business and industry," he seemed to be reflecting what I, as a former community college faculty member and administrator, have detected as a rather widely held and restrictive view of community service: "Widgetville Community College succeeds to the degree that it supplies trained widget makers to the Widget Manufacturing Co."

This is an attitude which epitomizes the all too valid charge of "irrelevancy" which is what has motivated those who are fanning the flames of revolt on our four-year campuses.

Their ferment has, so far, largely escaped your institutions -- but this is merely a temporary reprieve; it is not an escape.

Your community service role offers the two-year institution an opportunity to become relevant in the struggle to identify and to right the wrongs that beset the nation as a whole, and each of your communities individually.

How?

What I propose is the creation of student-staffed media -- FM radio stations or community papers--to carry out the task....

Imagine turning loose 300 students to cover the community -- 300 youngsters searching for truth, ferreting out wrongs and attempting to right them!

Frightening? Yes. But that's always true when freedom is practiced, and not limited to mere rhetoric. This would be constructive radicalism--not destructiveness.

You may say, "They are too immature -- the students.

If we give them the chance, however, I suspect they may well surprise us.

* * *

PART III

APPENDICES

SAN ANTONIO WORKSHOP STAFF

J. Kenneth Cummiskey, Director, Community Services Project, AAJC
Ervin Harlacher, President, Brookdale Community College, N.J.
William Harper, Director of Public Relations, AAJC
John Hubbard, Director of Public Relations, San Mateo JC Dist.,Calif.
Selden Menefee, Director, Program With Developing Institutions, AAJC
Gunder Myran, Field Dir., Kellogg Foundation Community Service Project, Michigan State University
Shafeek Nader, Asst. Dir., Program With Developing Institutions, AAJC
Clyde Nail, Vice President, San Antonio College, Tex.
Frank Taylor, Director-General of Museums and Dir., U.S. National Museum.

LIST OF PARTICIPANTS BY COLLEGE

Abraham Baldwin Agric. C, Ga.
Tyron Spearman
Aims College, Colo.
J. W. Williams
Allegany CC, Md.
C. Wayne Roush
Amarillo College, Tex.
Lewis B. Riley
Brevard JC, Fla.
W. W. Wagner
Brookdale CC, N.J.
Ervin Harlacher
Burlington Co. C, N.J.
Walter C. Veit, Jr.
Catholic U. Bayamon C, P.R.
Jose J. Rivera
Connors State C, Okla.
Charles A. Powell
Copiah-Lincoln JC, Miss.
Burlian O. Walker
Dallas Co. JC Dist., Tex.
Bill J. Priest
El Centro JC, Tex.
Virginia Dobbs
Ray Witherspoon
Freed-Hardeman C, Tenn.
E. Claude Gardner
Henderson CC, Ky.
Marshall Arnold
Johnson Co. CC, Kans.
John Pearce
Kans. City Kans. CJC
Alton L. Davies
Clinton Hammer
Kilgore C, Tex.
John E. Gaston
Lake-Sumter JC, Fla.
William C. Bungert
Laredo JC, Tex.
Ray A. Laird
Lee College, Tex.
Sue Jones
Middle Georgia C
Louis C. Alderman, Jr.
Mississippi Delta JC
Jackie S. Franklin
Northern Oklahoma C
Gerald E. Burson
Oakland CC, Mich.
John Davenport
George Keith
Charles Shuler
Otero JC, Colo.
Mel Cook
Joe M. Treece
Rangely JC, Colo.
John Roberts
Ranger JC, Tex.
E. W. Mince
Richland Tech. Educ. Center,S.C.
Carlton W. Truax
San Antonio C, Tex.
Wayland P. Moody
Clyde R. Nail
Jerome Weynand
Paul R. Culwell
Edwin S. Keasler
James Bellinghausen
Vernon LaBauve
James O. Wallace
San Mateo JC Dist., Calif.
John Hubbard

Southeastern CC, N.C.
Melvin Bright
South Georgia C
Denton R. Coker
Southwestern C, Okla.
Don Williams
Southwest Mississippi JC
Charles R. Breeland
Southwest Texas JC
John Allen Davis
Jerald Underwood
St. Philip's C, Tex.
Clarence W. Norris
Leonidas Watson
A. J. Hathaway
Don A. Coleman
Russell Lyons
William A. Hudgins
E. L. Turbon
Tarrant Co. JC Dist., Tex.
Delbert H. Derrett
Texarkana C, Tex.
Bill R. Hughes
Wharton Co. JC, Tex.
Mitchell Ammons
Clark Councill
John Grable
Yakima Valley C, Wash.
George W. Pennell

* * *

University of Texas, Austin
Paul K. Preus
Gilma N. Smith
U. S. Office of Education
Pete Sanchez

* * *

MOLINE WORKSHOP STAFF

David Berkman, Educational Consultant, Xerox Corporation, N.Y.
J. Kenneth Cummiskey, Director, Community Service Project, AAJC
Walter Fightmaster, Dean of Community Svs., Oakland CC, Mich.
William Harper, Director of Public Relations, AAJC
John Hubbard, Dir. of Public Relations, San Mateo JC Dist., Calif.
Robert Johnson, Superintendent, Eastern Iowa Area CC District
William Keim, Dean of Community Services, Cerritos College, Calif.
Robert Kinsinger, Program Director, W.K. Kellogg Foundation, Mich.
James Koch, Director of Community Relations, Black Hawk C, Ill.
Selden Menefee, Director, Program With Developing Institutions, AAJC
Shafeek Nader, Asst. Dir., Program With Developing Institutions, AAJC
Max Raines, Director of Community Services Project, Michigan State U.
Mitchell Tendler, Director of Community Relations, Oakland CC, Mich.
Eugene Welden, Special Assistant to the Director of Adult Education, U. S. Office of Education.

LIST OF PARTICIPANTS BY COLLEGE

Alice Lloyd C, Ky.
- Benny Bailey
- Denward Johnson

Area Ten CC, Ia.
- Peter Bryant
- James Rogers

Black Hawk C, Ill.
- John Frey
- Alban Reid
- Otto W. Schweinberger

Catonsville CC, Md.
- Martha Q. Lambert

College of Dupage, Ill.
- William P. Treloan

Chicago City College, Ill.
- Barbara King

Dodge City CC, Kans.
- Vernon V. Mai

Ellsworth C, Ia.
- Duane Lloyd

Eastern Iowa Area CC
- Ronald Butler
- George Cordes
- Ronald Hansen
- Ron Holmes
- James F. Loper
- Vincent May
- Glen McDougall
- Robert Moore
- W. Floyd Scott
- Dean Travis

Fort Scott CC, Kans.
- M. Leon Foster

Grand Rapids JC, Mich.
- James Farmer
- Gene S. Carter

Holmes JC, Miss.
- Henry B. McClellan, Jr.

Illinois Valley CC, Ill.
- R. E. Trobaugh

Independence CJC, Kans.
- Ruth Lyon

Joliet JC, Ill.
- Maynard Boudreau

Jefferson C, Mo.
- Tom Ganey

Lake Region JC, N.D.
- Merril Berg
- Dennis Lysne

Lansing CC, Mich.
- Phyllis McKesson

Lassen C, Calif.
- John Spencer

Los Angeles JC Dist.,Calif.
- John Lombardi

Macomb Co. CC, Mich.
- John Dimitry

Mesabi State JC, Minn.
- John H. Eaton
- Richard N. Kohlase

Montcalm Co. CC, Mich.
- D. Bernsen

North Florida JC, Fla.
Marshall Hamilton
Holmes Milton
Olney Central C, Ill.
James Gillespie
Ottumwa Heights C, Ia.
Sister Elizabeth Johnson
Sister Jane O'Donnell
Parkland C, Ill.
Doug Burgham
Prairie State C, Ill.
Ashley Johnson
Eleanor Roberts
Southwestern Mich. C, Mich.
Wesley L. Muth
Schoolcraft C, Mich.
Fred Stefanski
Vincennes U, Ind.
Rick Bates
Walla Walla CC, Wash.
Douglas Blessinger

* * * *

Albert H. Martin
Illinois JC Board

Hollace G. Roberts
College Entrance Examination Board
(Evanston, Illinois)

Sharon Thomas
Peace Corps